

National Essential Skills Survey / Common Core State Standards / NYS ELA Standards / CDOS / State Assessment Crosswalk

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
Reading for Literature				
E2 E37 E38	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays) - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret multiple levels of meaning in text 		H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective 		H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 		H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret multiple levels of meaning and subtleties in text 		H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E2 E37 E41	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays) - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret multiple levels of meaning in text 		H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Analyze and evaluate fiction, including - the development of a central idea or theme - the development of characters and their actions - the elements of the plot, such as conflict, climax, and resolution - the significance of the title 		H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 		H
		<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret multiple levels of meaning and subtleties in text 		H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E2 E37 E41	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<u>Reading - Grade-Specific Performance Indicators</u> • Interpret multiple levels of meaning in text	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
		<u>Reading - Grade-Specific Performance Indicators</u> • Analyze and evaluate fiction, including - the development of a central idea or theme - the development of characters and their actions - the elements of the plot, such as conflict, climax, and resolution - the significance of the title		H
		<u>Reading - Grade-Specific Performance Indicators</u> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written		H
		<u>Reading - Grade-Specific Performance Indicators</u> • Interpret multiple levels of meaning and subtleties in text		H
Craft and Structure				
E5 E23 E37	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<u>Reading - Grade-Specific Performance Indicators</u> • Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work - check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
		<u>Reading - Grade-Specific Performance Indicators</u> • Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience		H
		<u>Reading - Grade-Specific Performance Indicators</u> • Analyze and evaluate fiction, including - the background in which the text is written - the effect created by the author's tone or mood		H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E13 E23 E37	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work - check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
E13 E23 E37	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Interpret literary texts on the basis of an understanding of the genre and the literary period <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Analyze and evaluate fiction, including - the background in which the text is written - the effect created by the author's tone or mood <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer 		Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)
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Integration of Knowledge and Ideas				
E13 E23 E24 E42	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). a. Analyze works by authors or artists who represent diverse world cultures.	<p><u>Reading - Grade-Specific Performance Indicators</u> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</p> <p><u>Reading - Grade-Specific Performance Indicators</u> • Compare a film, video, or stage version of a literary work with the written version</p> <p><u>Reading - Grade-Specific Performance Indicators</u> • Read works with a common theme and compare the treatment of that theme by different authors</p> <p><u>Reading - Grade-Specific Performance Indicators</u> • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences</p> <p><u>Reading - Grade-Specific Performance Indicators</u> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</p> <p><u>Reading - Grade-Specific Performance Indicators</u> • Compare a film, video, or stage version of a literary work with the written version</p>	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H H H H H H
E23	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<p><u>Reading - Grade-Specific Performance Indicators</u> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</p> <p><u>Reading - Grade-Specific Performance Indicators</u> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</p> <p><u>Reading - Grade-Specific Performance Indicators</u> • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical</p>	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H H H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
Range of Reading and Level of Text Complexity				
E13	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Analyze and evaluate poetry to recognize the use and effect of - rhythm, rhyme, and sound pattern - repetition - differences between language of the poem and everyday language of readers <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Analyze and evaluate poetry in order to recognize the use and effect of - sensory imagery - figurative language - verse form <p><u>Reading</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Evaluate poetry to recognize the use and effect of verse form 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H H H H H
Responding to Literature				
E13 E23 E30	11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and sue criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.		Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
Reading for Informational Text				
Key Ideas and Details				
E2 E13 E37	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topics(s).	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Recognize the defining features and structures of informational texts <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Analyze and evaluate nonfiction texts, including - determine the writer's perspectives, purposes, and intended audiences - determine the reliability and significance of information - recognize the format and its significance to content 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H H
E2 E13 E37 E41	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Recognize the defining features and structures of informational texts <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Analyze and evaluate nonfiction texts, including - determine the writer's perspectives, purposes, and intended audiences - determine the reliability and significance of information - recognize the format and its significance to content 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H H
E2 E37 E41	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Read and follow written, complex directions and procedures to solve problems and accomplish tasks - demonstrate task awareness by employing flexible strategies <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Generate a list of significant questions to assist with analysis of text <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Read and follow written directions and procedures to solve problems and accomplish tasks - use workplace documents <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Generate a list of significant questions to assist with analysis of text 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H H H H

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Craft and Structure				
E5 E37	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	There is no State Standard equivalent at this grade level.	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	
E2 E5 E12	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Reading - Grade-Specific Performance Indicators • Recognize the defining features and structures of informational texts	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H
Me13 E37	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Reading - Grade-Specific Performance Indicators • Analyze and evaluate nonfiction texts, including - determine the writer's perspectives, purposes, and intended audiences - determine the reliability and significance of information - recognize the format and its significance to content	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H

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Integration of Knowledge and Ideas				
E13 E24 E42	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<p><u>Reading</u> - Grade-Specific Performance Indicators • Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies - employ a range of post-reading practices</p> <p><u>Reading</u> - Grade-Specific Performance Indicators • Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects - employ a range of post-reading practices to think about new learning and plan further learning</p>	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H H
E2 E13 E30	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p><u>Reading</u> - Grade-Specific Performance Indicators • Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites</p> <p><u>Reading</u> - Grade-Specific Performance Indicators • Identify and evaluate the validity of informational sources, with assistance</p> <p><u>Reading</u> - Grade-Specific Performance Indicators • Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance</p> <p><u>Reading</u> - Grade-Specific Performance Indicators • Form opinions and make judgments about the accuracy of information and personal texts</p> <p><u>Reading</u> - Grade-Specific Performance Indicators • Analyze and evaluate nonfiction texts - determine the significance and reliability of information - focus on key words/phrases that signal that the text is heading in a particular direction</p> <p><u>Reading</u> - Grade-Specific Performance Indicators • Identify and evaluate the reliability and validity of informational sources</p>	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H H H H H

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		<u>Reading</u> - Grade-Specific Performance Indicators • Recognize unstated assumptions		H
		<u>Reading</u> - Grade-Specific Performance Indicators • Distinguish verifiable statement from hypothesis		H
		<u>Reading</u> - Grade-Specific Performance Indicators • Form opinions and make judgments about the validity of persuasive texts		H
		<u>Reading</u> - Grade-Specific Performance Indicators • Analyze and evaluate nonfiction texts, including - determine the writer's perspectives, purposes, and intended audiences - determine the reliability and significance of information - recognize the format and its significance to content		H
E23 E24	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	There is no State Standard equivalent at this grade level.	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	
Range of Reading and Level of Text Complexity				
E13 E30	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	There is no State Standard equivalent at this grade level.	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E7 E9 E15 E31H	2. 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. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Select and limit topics for informational writing, with assistance 	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 		H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Select and limit topics for informational writing 		H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 		H
E7 E26 E27	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Select and limit topics for informational writing, with assistance 	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Analyze data and facts to communicate information 		H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 		H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Select and limit topics for informational writing 		H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Analyze data, facts, and ideas to communicate information 		H
		<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 		H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E7 E9 E22	2. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H H
E1 E7	2. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H H
E1 E7 E9 E25	2. 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. 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>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H H

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E7 E22	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET)</p> <p>Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H H
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>There is no State Standard equivalent at this grade level.</p>		
E28 E45	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness - create multiple levels of meaning, with assistance - use language and sentence structure creatively to elicit the reader's emotional response 	<p>Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)</p>	H H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness - create multiple levels of meaning, with assistance - use language and sentence structure creatively to elicit the reader's emotional response 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness - create multiple levels of meaning, with assistance - use language and sentence structure creatively to elicit the reader's emotional response 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness - create multiple levels of meaning, with assistance - use language and sentence structure creatively to elicit the reader's emotional response 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write original literary texts - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness - create multiple levels of meaning, with assistance - use language and sentence structure creatively to elicit the reader's emotional response 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.		Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
Production and Distribution of Writing				
E7 E9	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Respect the age, gender, and cultural traditions of the recipient <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Respect age, gender, and cultural traditions of the recipient 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	L
E6 E9	5. 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.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use a range of organizational strategies to present information <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use a range of organizational strategies (e.g., clustering, webbing, and mapping) to present information 	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E15 E31	6. 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.	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use charts, graphs, or diagrams to illustrate informational text <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use charts, graphs, and diagrams to support and illustrate informational texts 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H H
Research to Build and Present Knowledge				
E7 E26 E35	<p>7. 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.</p> <p>a. Explore topics dealing with different cultures and world viewpoints.</p>	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Locate and use school and public library resources for information and research - define a purpose for reading by asking questions about what they need to know for their research <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Apply new information in different contexts and situations <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Locate and use school and public library resources for information and research - set purpose for reading by asking questions about what they need to know for their research <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Develop critiques from more than one perspective, such as historical and cultural <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience 	<p>Standard 2 - 3 Standard 3a 2 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2, 3, 4, 5, 6, 7, 8, 9 (HPS) Standard 3b 6 (BIS) Standard 3b 4, 6, 7 (HS) Standard 3b 6 (NAS)</p>	H H H H H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E7 E26 E27	8. 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.	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Skim texts to gain an overall impression and scan texts for particular information - focus on key words and phrases to generate research questions <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Use both primary and secondary sources of information for research <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Take notes from written and oral texts, such as lectures and interviews <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Define the meaning of and understand the consequences of plagiarism <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Use paraphrase and quotation in order to communicate information most effectively <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Skim texts to gain an overall impression and scan texts for particular information - focus on key words/phrases to generate questions <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Use both primary and secondary sources of information for research <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Take notes and organize information from written and oral texts, such as lectures and interviews <p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Define the meaning of and understand the consequences of plagiarism; investigate school policy 	<p>Standard 2 - 3 Standard 2 - 3 Standard 3a 1, 2 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2, 3, 4, 5, 6, 7, 8, 9 (HPS) Standard 3b 1, 2 (BIS) Standard 3b 1 (HS) Standard 3b 3 (NAS)</p>	H H H H H H H H H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	There is no State Standard equivalent at this grade level.	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	
E2 E26 E35	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	Reading - Grade-Specific Performance Indicators • Read literary criticism to increase comprehension and appreciation of literary texts, with assistance	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
E13	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	There is no State Standard equivalent at this grade level.	Standard 2 – 3 Standard 3a 1	
Range of Writing				
E28	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2, 3	

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
Responding to Literature				
E6 E28 E45	<p>11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p> <p>a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.</p> <p>b. Identify, analyze, and use elements and techniques of various genres of literature.</p> <p>c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g.s videos, art work).</p>		Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	
Speaking and Listening				
Comprehension and Collaboration				
	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	There is no State Standard equivalent at this grade level.		

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E10 E17	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Recognize and acknowledge various perspectives on issues of local and national concern <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speaking informally with familiar and unfamiliar people, individually and in group settings <p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Anticipate the speaker’s points and assess their validity, with assistance <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4	H L M L
E10	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speaking informally with familiar and unfamiliar people, individually and in group settings <p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 	Standard 2 – 1 Standard 3a 1, 2, 3, 4, 7, 8	L L L L

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E10 E17	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret and respond to texts and performances from a variety of genres, authors, and subjects 	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4	M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations 		H
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speaking informally with familiar and unfamiliar people, individually and in group settings 		L
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Determine the need for more information for clarification 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 		L

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E10 E16 E17	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret and respond to texts and performances from a variety of genres, authors, and subjects <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Ask and respond to questions to seek clarity <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speaking informally with familiar and unfamiliar people, individually and in group settings <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Provide feedback by asking questions designed to encourage further conversation <p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Synthesize information from different sources by combining or categorizing data and facts <p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Ask and respond to probing questions to acquire information <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Ask and respond to questions to seek clarity or to suggest different perspectives <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4	M L L L M M L L L

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E19	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>		<p>Standard 2 - 1, 2 Standard 3a 1, 2, 3, 4 Standard 3b 1 (ET) Standard 3b 4 (Arts/Humanities) Standard 3b 5 (HPS) Standard 3b 6 (BIS) Standard 3b 7 (HS) Standard 3b 6 (NAS)</p>	
E16 E21 E29 E34	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><u>Listening - Grade-Specific Performance Indicators</u> • Interpret information from media presentations, such as news broadcasts and taped interviews</p> <p><u>Listening - Grade-Specific Performance Indicators</u> • Interpret and respond to texts and performances from a variety of genres, authors, and subjects</p> <p><u>Listening - Grade-Specific Performance Indicators</u> • Identify multiple levels of meaning in presentation of literary texts</p> <p><u>Listening - Grade-Specific Performance Indicators</u> • Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews</p> <p><u>Listening - Grade-Specific Performance Indicators</u> • Interpret and respond to texts from a variety of genres, authors, and subjects</p> <p><u>Listening - Grade-Specific Performance Indicators</u> • Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews, and editorials</p>	<p>Standard 2 – 1 Standard 3a 1, 2</p>	M M M M M H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E17 E19 E29	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret information from media presentations, such as news broadcasts and taped interviews 	Standard 2 – 1 Standard 3a 1, 2	M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Identify the speaker's purpose and motive for communicating information 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Identify multiple levels of meaning in presentation of literary texts 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Recognize and acknowledge various perspectives on issues of local and national concern 		H
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Determine points of view 		H
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details 		H
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Listen for multiple levels of meaning, articulated and unspoken 		L
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Identify how format and language are used in presentations to communicate the author's message 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Recognize and acknowledge various perspectives on issues of world concern 		H
<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Determine points of view and clarify positions 	H			

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
		<u>Listening</u> - Grade-Specific Performance Indicators • Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic		H
		<u>Listening</u> - Grade-Specific Performance Indicators • Listen for multiple levels of meaning, articulated and unspoken		L
Presentation of Knowledge and Ideas				
E8 E10 E15	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<u>Speaking</u> - Grade-Specific Performance Indicators • Prepare and give presentations on a range of informational topics	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	L
		<u>Speaking</u> - Grade-Specific Performance Indicators • Express a point of view, providing supporting facts		L
		<u>Speaking</u> - Grade-Specific Performance Indicators • Give directions and explain a process		L
		<u>Speaking</u> - Grade-Specific Performance Indicators • Express opinions and support them through references to the text - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning		L
		<u>Speaking</u> - Grade-Specific Performance Indicators • Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles		L
		<u>Speaking</u> - Grade-Specific Performance Indicators • Articulate personal opinions to clarify stated positions		L
		<u>Speaking</u> - Grade-Specific Performance Indicators • Present content that is clearly organized and based on knowledge of audience needs and interests		L
		<u>Speaking</u> - Grade-Specific Performance Indicators • Prepare and give presentations to a variety of audiences on a range of informational topics		L

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Express a point of view, providing supporting facts and details 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Articulate personal opinions to clarify stated positions and persuade or influence groups 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Present reasons, examples, and details from sources cited to defend opinions and judgments 		L
E15 E31	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Use media to support presentation of original and interpretive texts 	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Use visuals and technology to enhance presentation 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Use visuals and technology to enhance presentation 		L
E8 E18	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Select language and behavior appropriate to the purpose, occasion, and listener 	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Modify content on the basis of audience response during presentation 		L

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
Language				
Conventions of Standard English				
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	There is no State Standard equivalent at this grade level.		
E1 E18	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	
E1 E18	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	There is no State Standard equivalent at this grade level.		
E1	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E1	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a colon to introduce a list or quotation.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	
E1	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	
Knowledge of Language				
	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	There is no State Standard equivalent at this grade level.		
E1 E4	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	
Vocabulary Acquisition and Use				
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	There is no State Standard equivalent at this grade level.		

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E5	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
E1 E5	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
E4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	<u>Reading</u> - Grade-Specific Performance Indicators • Use specialized reference sources, such as glossaries and directories	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	H
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<u>Reading</u> - Grade-Specific Performance Indicators • Use specialized reference sources, such as glossaries, directories, and abstracts		H

NESS	CCSS 9-10 Grades	<u>NYS ELA Connections</u>	CDOS	Regents
E4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	There is no State Standard equivalent at this grade level.		
E38	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
E5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
Key Ideas and Details				
E1 E5 E18	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication 	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	L L

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
Reading for Literature				
Key Ideas and Details				
E2 E37 E38	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret multiple levels of meaning and subtleties in text - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning <hr/> <p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
E2 E37 E41	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	There is no State Standard equivalent at this grade level.	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	
E2 E37 E41	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
Craft and Structure				
E5 E23 E37	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Reading - Grade-Specific Performance Indicators • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	L
E13 E23 E37	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Reading - Grade-Specific Performance Indicators • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
E13 E23 E37	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Reading - Grade-Specific Performance Indicators • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
Integration of Knowledge and Ideas				
E13 E23 E24 E42	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.	Reading - Grade-Specific Performance Indicators • Compare a film, video, or stage version of a literary work with the written version	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
		Reading - Grade-Specific Performance Indicators • Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis		H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E23 E24	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	There is no State Standard equivalent at this grade level.	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	
Range of Reading and Level of Text Complexity				
E13	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	H
		<p>Reading - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives - monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension 		H
Responding to Literature				
E13 E23 E30	<p>11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and sue criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>		Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
Range of Reading and Level of Text Complexity				
E13 E30	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	Reading - Grade-Specific Performance Indicators • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H
Writing				
Text Types and Purposes				
	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.	There is no State Standard equivalent at this grade level.		
E20 E22 E26 E27 E28 E33	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Writing - Grade-Specific Performance Indicators • Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author's use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by more than one author - use literary criticism to expand personal analysis of the literary text - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E7 E9 E20 E26 E27 E33	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author's use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by more than one author - use literary criticism to expand personal analysis of the literary text - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H
E9 E22 E26	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author's use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by more than one author - use literary criticism to expand personal analysis of the literary text - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E1 E20 E22	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Write interpretive and responsive essays of approximately three to five pages to - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author's use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by more than one author - use literary criticism to expand personal analysis of the literary text - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H
	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>There is no State Standard equivalent at this grade level.</p>		
E7 E9 E15 E31	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Writing - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts 	<p>Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)</p>	H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E7 E26 E27	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Writing - Grade-Specific Performance Indicators • Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H
E7 E9 E22	2. 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Writing - Grade-Specific Performance Indicators • Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H
E1 E7	2. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Writing - Grade-Specific Performance Indicators • Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H
E1 E7 E9 E25	2. 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. 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.	Writing - Grade-Specific Performance Indicators • Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E7 E22	2. 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. 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).	There is no State Standard equivalent at this grade level.	Standard 2 - 1, 2, 3 Standard 3a 1, 2, 5 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2 (HPS) Standard 3b 1,3 (BIS) Standard 3b 1 (HS) Standard 3b 1 (NAS)	
	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	There is no State Standard equivalent at this grade level.		
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Writing - Grade-Specific Performance Indicators • Write original literary texts - create social, historical, and/or cultural context - create multiple levels of meaning	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	H
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Writing - Grade-Specific Performance Indicators • Write original literary texts - create social, historical, and/or cultural context - create multiple levels of meaning	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Writing - Grade-Specific Performance Indicators • Write original literary texts - create social, historical, and/or cultural context - create multiple levels of meaning	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	H
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Writing - Grade-Specific Performance Indicators • Write original literary texts - create social, historical, and/or cultural context - create multiple levels of meaning	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	H
E28 E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing - Grade-Specific Performance Indicators • Write original literary texts - create social, historical, and/or cultural context - create multiple levels of meaning	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	H
E45	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.		Standard 3b 1, 2, 3, 4, 5, 6 (AH)	

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
Production and Distribution of Writing				
E7 E9	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing - Grade-Specific Performance Indicators • Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	H
		Writing - Grade-Specific Performance Indicators • Respect age, gender, and cultural traditions of the recipient		L
E6 E9	5. 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.	Writing - Grade-Specific Performance Indicators • Develop critiques from more than one perspective, such as historical, cultural, and social	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	H
E15 E31	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	There is no State Standard equivalent at this grade level.	Standard 3b 1, 2, 3, 4, 5, 6 (AH)	
Research to Build and Present Knowledge				
E7 E26 E35	7. 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. <i>a. Explore topics dealing with different cultures and world viewpoints.</i>	Reading - Grade-Specific Performance Indicators • Locate and use school, public, and academic library resources for information and research	Standard 2 - 3 Standard 3a 2 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2, 3, 4, 5, 6, 7, 8, 9 (HPS) Standard 3b 6 (BIS) Standard 3b 4, 6, 7 (HS) Standard 3b 6 (NAS)	H
		Writing - Grade-Specific Performance Indicators • Use both primary and secondary sources of information for research		H
		Writing - Grade-Specific Performance Indicators • Analyze and integrate data, facts, and ideas to communicate information		H
		Writing - Grade-Specific Performance Indicators • Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience		H

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E7 E26 E27	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Writing - Grade-Specific Performance Indicators • Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards	Standard 2 - 3 Standard 3a 1, 2 Standard 3b 1 (ET) Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities) Standard 3b 1, 2, 3, 4, 5, 6, 7, 8, 9 (HPS) Standard 3b 1, 2 (BIS) Standard 3b 1 (HS) Standard 3b 3 (NAS)	H
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	There is no State Standard equivalent at this grade level.		
E2 E26 E35	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	There is no State Standard equivalent at this grade level.	Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	
E13	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	There is no State Standard equivalent at this grade level.	Standard 2 – 3 Standard 3a 1	

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
Range of Writing				
E10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2, 3	
Responding to Literature				
E6 E28 E45	<p>11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of connections between life and the literary work.</p> <p>a. Engage in a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</p> <p>b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.</p> <p>c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g.s videos, art work).</p>		Standard 3b 1, 2, 3, 4, 5, 6 (Arts/Humanities)	
Speaking and Listening				
Comprehension and Collaboration				
	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	There is no State Standard equivalent at this grade level.		

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E10 E17	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 	<p>Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4</p>	L
E10	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Recognize the use of protocols and traditional practices in interviewing and other forms of speaking <p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 	<p>Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 7, 8</p>	<p>H</p> <p>L</p> <p>L</p>

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E10 E17	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects 	<p>Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4</p>	M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations 		H
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Anticipate and respond to the listener’s points of view 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Ask and respond to probing and challenging questions to acquire information 		L
		<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 		L

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E10 E16 E17	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Listening - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects <p>Listening - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Determine points of view, clarify positions, make judgments, and form opinions <p>Speaking - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings 	<p>Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4</p>	<p>M</p> <p>H</p> <p>L</p>
E19	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>		<p>Standard 2 - 1, 2 Standard 3a 1, 2, 3, 4 Standard 3b 1 (ET) Standard 3b 4 (Arts/Humanities) Standard 3b 5 (HPS) Standard 3b 6 (BIS) Standard 3b 7 (HS) Standard 3b 6 (NAS)</p>	
E16 E21 E29 E34	<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Listening - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Interpret and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews <p>Listening - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas <p>Listening - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts 	<p>Standard 2 – 1 Standard 3a 1, 2</p>	<p>M</p> <p>M</p> <p>M</p>

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E17 E19 E29 E39	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Anticipate the speaker's points and assess their validity 	Standard 2 – 1 Standard 3a 1, 2	M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Recognize appropriate voice, tone, diction, and syntax 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Identify how format and language are used in presentations to communicate the author's message and evoke a response 		M
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion 		H
		<p><u>Listening</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Listen for multiple levels of meaning, articulated and unspoken 		L

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
Presentation of Knowledge and Ideas				
E8 E10 E15	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Prepare and give presentations to a variety of audiences on a range of informational topics <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Give directions and explain complex processes <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments <p><u>Speaking</u> - Grade-Specific Performance Indicators</p> <ul style="list-style-type: none"> • Modify content and presentation strategies on the basis of audience response during presentation 	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	L L L L L

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E15 E31	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Speaking - Grade-Specific Performance Indicators • Use visuals and technology to enhance presentation	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	L
E8 E18	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Speaking - Grade-Specific Performance Indicators • Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners	Standard 2 – 1, 2 Standard 3a 1, 2, 3, 4, 5, 6, 7, 8	L
		Speaking - Grade-Specific Performance Indicators • Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response		L
Language				
Conventions of Standard English				
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	There is no State Standard equivalent at this grade level.		
E1 E18	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E1 E18	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
Knowledge of Language				
	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	There is no State Standard equivalent at this grade level.		
E1 E4	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
Vocabulary Acquisition and Use				
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	There is no State Standard equivalent at this grade level.		

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
E5	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	There is no State Standard equivalent at this grade level.	<p>Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)</p>	
E1 E5	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	There is no State Standard equivalent at this grade level.	<p>Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)</p>	
E4	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	There is no State Standard equivalent at this grade level.	<p>Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)</p>	
E4	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	There is no State Standard equivalent at this grade level.	<p>Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)</p>	

NESS	CCSS 11-12 Grades	NYS ELA Standards	CDOS	Regents
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	There is no State Standard equivalent at this grade level.		
E38	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Reading - Grade-Specific Performance Indicators • Analyze and evaluate fiction, including the effect of diction and figurative language - use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	H
E5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	
E1 E5 E18	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	There is no State Standard equivalent at this grade level.	Standard 2 – 1, 2 Standard 3a 1 Standard 3b 1 (AH)	