

NYSED ~~to~~ Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
8R1	<p>RL:Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI:Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
8R2	<p>RL:Determine a theme or central idea of a text and analyze its development over the course of the text, <del>including its relationship to the characters, setting, and plot,</del> provide an objective summary of the text.</p> <p>RI:Determine a central idea of a text and analyze its development over the course of the text, <del>including its relationship to supporting ideas</del> provide an objective summary of the text.</p>	8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
8R3	<p>RL:Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI:<del>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</del></p>	<p>8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p>
8R4	<p>RL:Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <del>including analogies or allusions to other texts.</del></p> <p>RI:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, <del>including analogies or allusions to other texts.</del></p>	8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings (RI&RL)

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# NYSED to 6 Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
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~~stories, or religious works such as the Bible~~  
~~including describing how the material is~~  
~~rendered new~~

# NYSED 6 Grade ELA Crosswalk

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

NYSED ~~to~~ Grade ELA Crosswalk

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8W11	<p><del>Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.</del></p> <p><del>a. Make well-supported personal, cultural, textual, and thematic connections across genres.</del></p> <p><del>b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</del></p>	<p>8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>
8SL1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decisionmaking, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>e. <del>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals</del></p>	

# NYSED 6 Grade ELA Crosswalk

Original Standard Code (2011)	
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	<p>to indicate a pause <del>or</del> break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>of 8<sup>th</sup> grade.</p>
8L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>8L3a: Use verbs in <del>the</del> active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
8L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <del>based on grade 8 reading and content</del>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's</p>	

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