

NYSED Next Generation Literacy Grades 6-8 Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
6-8RH1	Cite specific textual evidence to support analysis of primary and secondary sources.	6-8 RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.
6-8RH2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	6-8 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
6-8RH3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	6-8 RH3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
6-8RH4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	6-8 RH4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
6-8RH5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	6-8 RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
6-8RH6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6-8 RH6: Identify aspects of a text that reveal an author’s point of view, stance , or purpose (e.g. rhetorical language , inclusion or avoidance of particular facts, images, visuals, etc.).
6-8RH7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	6-8 RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6-8RH8	Distinguish among fact, opinion, and reasoned judgment in a text.	6-8 RH8: Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.
6-8RH9	Analyze the relationship between a primary and secondary source on the same topic.	See 6-8 RH8 for expectations around primary and secondary sources.
6-8RH10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Please see the “Text Complexity Expectations for 6th-12th Grade” section in the introduction to the Literacy 6-12 Standards.
		New RH9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
6-8RST1	Cite specific textual evidence to support analysis of science and technical texts.	6-8 RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

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6-8RST2	Determine the central ideas or conclusions of a text ; provide an accurate summary of the text distinct from prior knowledge or opinions.	6-8 RST2: Determine the central ideas or conclusions of a source ; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
6-8RST3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	See 6-8 RST1 (2017 Standards) for following a “detailed set of directions.”
6-8RST4	Determine the meaning of symbols, key terms, and other domain -specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	6-8 RST4: Determine the meaning of symbols, key terms, and other content -specific words and phrases as they are used in scientific or technical sources.
6-8RST5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	6-8 RST5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6-8RST6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6-8 RST6: Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc., on the same topic.
6-8RST7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	6-8 RST7: Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
6-8RST8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	6-8 RST8: For scientific sources, distinguish between observation and inference based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
6-8RST9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	RST9: Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. , on the same topic.
6-8RST10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Please see the “Text Complexity Expectations for 6th-12th Grade” section in the introduction to the Literacy 6-12 Standards.

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		New 6-8 RST3: Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
6-8WHST1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>WHST1: Write arguments focused on discipline-specific content.</p> <p>WHST1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.</p> <p>WHST1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.</p> <p>WHST1d. Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p> <p>WHST1e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
6-8WHST2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 	<p>WHST2: Write informative/explanatory text focused on discipline-specific content.</p> <p>WHST2a. Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>WHST2b. Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.</p> <p>WHST2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST2d. Use precise language and content-specific vocabulary to inform and/or to explain the topic.</p> <p>WHST2e. Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p>

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	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
6-8WHST3	Not applicable as a separate requirement	New 6-8 WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
6-8WHST4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
6-8WHST5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
6-8WHST6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
6-8WHST7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	6-8 WHST5: Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6-8WHST8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	6-8 WHST6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences ; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8WHST9	Draw evidence from informational texts to support analysis, reflection, and research.	6-8 WHST7: Draw evidence from informational texts to support analysis, reflection, and

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		research.
6-8WHST10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
		New 6-8 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.