

# YSS - NYS Next Generation ELA Learning Standards

This document details how the YSS program meets NYS Next Generation English Language Arts Learning Standards for 6th, 7th, 8th, 9th and 10th grades. For each grade level, the Reading Standards, Writing Standards and Speaking and Listening Standards are addressed in sequence.

Thank you to Claire Iannone for compiling this document. Claire teaches the YSS program at Westlake Middle School as a health curriculum; YSS fulfills the NYS Health mandates for grades 6-12 when used in conjunction with the website.

## 6th Grade English Language Arts Learning Standards

### 6th Grade Reading Standards (Literary and Informational Text)

#### Key Ideas and Details

6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) ***Throughout the YSS Curriculum students respond to questions that are based on the information read throughout the chapters. The questions require them to make inferences, look within themselves, relate to their lives and refer back to what they have read to develop a comprehensive answer.***

6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text . (RI&RL) ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned and how what they have read/learned relates to themselves.***

### **Craft and Structure**

6R5: In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/ central ideas. (RI)

***Students are to respond to questions posed in the chapters of the YSS Curriculum that relate to the reading that help to build on the theme of the chapter.***

6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) ***While working through the YSS Curriculum students are required to make personal connections when reading and responding to the questions posed in the chapters. The nature of the curriculum is for students to relate what they have read to their own life, culture and society.***

## **6th Grade Writing Standards**

### **Text Types and Purposes**

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; ***Questions posed throughout the chapters of the YSS Curriculum require students to compare/contrast what they have read/learned and as well explain the possible cause/effects of events in their lives related to the reading.***

6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. ***When answering questions in the YSS Curriculum students should include relevant facts that they have learned throughout the chapter in order to have a comprehensive response.***

6W2c: Use precise language and content - specific vocabulary to explain a topic. ***When answering questions in the YSS Curriculum students should use vocabulary learned in the chapter to have a thorough well thought out response.***

6W2e: Provide a concluding statement or section that explains the significance of the information presented. ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned in the chapter and how it relates to themselves.***

6W2f: Establish and maintain a style appropriate to the writing task. ***Students, when answering questions in the chapter, should respond to the questions using proper sentence structuring.***

6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable. ***When responding to questions in the YSS Curriculum students may refer to other texts that they have read outside of the class that can help to support their thoughts/view.***

## 6th Grade Speaking and Listening

### Comprehension and Collaboration

6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ***During the YSS Curriculum students engage in class discussions for each chapter to discuss questions students pose related to the readings in the YSS Curriculum.***

6LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ***Students are required to read the chapters in the YSS Curriculum in order to participate in the class discussion that are related to the chapter. Students will be required to refer back to the reading when questions are posed to the class.***

6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ***Students are required to raise their hands during the chapter discussions in order to respond to questions posed by the group leaders related to the chapters in the YSS Curriculum. Students are***

***required to follow classroom rules created by the class during discussions. Group leaders are the “teachers” for each chapter and will call upon classmates to answer posed questions.***

6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ***Students respond to questions/comments posed by group leaders or other students in the class related to the chapters in the YSS Curriculum. Students may also pose questions to responses of other students to continue the dialogue related to the chapters.***

6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ***Students listen to the ideas expressed by students in the class related to the topics in the YSS Curriculum and respond and or restate the ideas expressed by other students in the class.***

6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study. ***Students must interpret and answer questions that are posed by group leaders that relate to the chapters in the YSS Curriculum.***

### **Presentation of Knowledge and Ideas**

6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. ***Students are required to lead a discussion related to a chapter in the YSS Curriculum that they have signed up for. Students***

*are to pose open ended questions to students in the class that relate to the chapter.*

6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.

***Presentations for the student led discussion in the YSS Curriculum students can present questions in a digital format (PowerPoint, Word, Slides, Docs, etc.) or other forms of visual displays (poster board, chart paper, etc) to students.***

6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ***Students will have to adapt their speech to help students understand their questions/thoughts when presenting/responding to others.***

## **7<sup>th</sup> Grade English Language Arts Learning Standards**

### **7<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

#### **Key Ideas and Details**

7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) ***Throughout the YSS Curriculum students respond to questions that are based on the information read throughout the chapters. The questions require them to make inferences, look within themselves, relate to their lives and refer back to what they have read to develop a comprehensive answer.***

7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL) ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned and how what they have read/learned relates to themselves.***

### **Craft and Structure**

7R5: In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI) ***Students are to respond to questions posed in the chapters of the YSS Curriculum that relate to the reading that help to build on the theme of the chapter.***

### **Integration of Knowledge and Ideas**

7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) ***While working through the YSS Curriculum students are required to make personal connections when reading and responding to the questions posed in the chapters. The nature of the curriculum is for students to relate what they have read to their own life, culture and society.***

## **7<sup>th</sup> Grade Writing Standards**

### **Text Types and Purposes**

7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. ***Questions posed throughout the chapters of the YSS Curriculum require students to compare/contrast what they have read/learned and as well explain the possible cause/effects of events in their lives related to the reading.***

7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. ***When answering questions in the YSS Curriculum students should include relevant facts that they have learned throughout the chapter in order to have a comprehensive response.***

7W2c: Use precise language and content-specific vocabulary to explain a topic. ***When answering questions in the YSS Curriculum students should use vocabulary learned in the chapter to have a thorough response.***

7W2e: Provide a concluding statement or section that explains the significance of the information presented. ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned in the chapter.***

7W2f: Establish and maintain a style appropriate to the writing task. ***Students, when answering questions in the chapter, should respond to the questions using proper sentence structuring.***

7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable. ***When responding to questions in the YSS Curriculum students may refer to other texts that they have read outside of the class that can help to support their thoughts/view.***

## 7<sup>th</sup> Grade Speaking and Listening

### Comprehension and Collaboration

7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ***During the YSS Curriculum students engage in class discussions for each chapter to discuss questions students pose related to the chapters in the YSS Curriculum.***

7LS1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ***Students are required to read the chapters in the YSS Curriculum in order to participate in the class discussion that are related to the chapter. Students will be required to refer back to the reading when questions are posed to the class.***

7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. ***Students are required to raise their hands during the chapter discussions in order to respond to questions posed by the group leaders related to the chapters in the YSS***

***Curriculum. Students are required to follow classroom rules created by the class at the beginning of the curriculum during discussions. Group leaders are the “teachers” for each chapter and will call upon classmates to answer posed questions.***

7SL1c: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

***Students pose questions to the class that are open ended and require a well thought out response and elaboration when needed. Students respond to questions/comments posed by group leaders or other students in the class related to the chapters in the YSS Curriculum. Students may be required to redirect the class back to the topic if the discussion goes off topic.***

7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views. ***Students listen to the ideas expressed by students in the class related to the topics in the YSS Curriculum and respond to the ideas expressed by other students in the class. As a result of others views/ thoughts students view of the topic may be altered or changed.***

7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study. ***Students will analyze text as well as questions in the YSS curriculum as well as questions posed by the group leaders. Students will also clarify the ideas in the YSS curriculum as well questions posed by the group leaders.***

## Presentation of Knowledge and Ideas

7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation. ***Students are required to lead a discussion related to a chapter in the YSS Curriculum that they have signed up for. Students are to pose open ended questions to students in the class that relate to the chapter. Proper communication skills are required students present to the class.***

7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points. ***Presentations for the student led discussion in the YSS Curriculum students can present questions in a digital format (PowerPoint, Word, Slides, Docs, etc.) or other forms of visual displays (poster board, chart paper, etc) to students.***

7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ***Students will have to adapt their speech to help students understand their questions/thoughts when presenting/responding to others.***

# 8<sup>th</sup> Grade English Language Arts Learning Standards

## 8<sup>th</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

***Throughout the YSS Curriculum students respond to questions that are based on the information read throughout the chapters. The questions require them to make inferences, look within themselves, relate to their lives and refer back to what they have read to develop a comprehensive answer.***

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) ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned and how what they have read/learned relates to themselves.***

### **Craft and Structure**

8R6: In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI) ***Students are to analyze and respond to questions posed in the chapters of the YSS Curriculum that expresses their viewpoint on the topics.***

### **Integration of Knowledge and Ideas**

8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) ***While working through the YSS Curriculum students are required to make personal connections when reading and responding to the questions posed in the chapters. The nature of the curriculum is for students to relate what they have read to their own life, culture and society.***

## **8th Grade Writing Standards**

8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such

as definition, classification, comparison/contrast, and cause/effect. ***Questions posed throughout the chapters of the YSS Curriculum require students to compare/contrast what they have read/learned and as well explain the possible cause/effects of events in their lives related to the reading.***

8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. ***When answering questions in the YSS Curriculum students should include relevant facts that they have learned throughout the chapter in order to have a comprehensive response.***

8W2c: Use precise language and content-specific vocabulary to explain a topic. ***When answering questions in the YSS Curriculum students should use vocabulary learned in the chapter to have a thorough response.***

8W2e: Provide a concluding statement or section that explains the significance of the information presented. ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned in the chapter.***

8W2f: Establish and maintain a style appropriate to the writing task. ***Students, when answering questions in the chapter, should respond to the questions using proper sentence structuring.***

8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable. ***When responding to questions in the YSS Curriculum students may refer to***

*other texts that they have read outside of the class that can help to support their thoughts/view.*

## **8th Grade Speaking and Listening**

### **Comprehension and Collaboration**

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ***During the YSS Curriculum students engage in class discussions for each chapter to discuss questions students pose related to the chapters in the YSS Curriculum.***

8LS1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ***Students are required to read the chapters in the YSS Curriculum in order to participate in the class discussion that are related to the chapter. Students will be required to refer back to the reading when questions are posed to the class.***

8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ***Students are required to raise their hands during the chapter discussions in order to respond to questions posed by the group leaders related to the chapters in the YSS Curriculum. Students are required to follow classroom rules created by the class at the beginning of the curriculum during discussions. Group leaders are the***

***“teachers” for each chapter and will call upon classmates to answer posed questions.***

8SL1c: Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. ***Students pose questions to the class that are open ended and require a well thought out response and elaboration when needed. Students who respond to the posed questions may then pose additional questions that relate back to what has been discussed.***

***Students respond to questions/comments posed by group leaders or other students in the class related to the chapters in the YSS Curriculum.***

8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented. ***Students listen to the ideas expressed by students in the class related to the topics in the YSS Curriculum and respond to the ideas expressed by other students in the class. As a result of others views/thoughts students view of the topic may be altered or changed.***

8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ***Students will analyze text as well as questions in the YSS curriculum as well as questions posed by the group leaders.***

**Presentation of Knowledge and Ideas**

8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation. ***Students are required to lead a discussion related to a chapter in the YSS Curriculum that they have signed up for. Students are to pose open ended questions to students in the class that relate to the chapter. Proper communication skills are required students present to the class.***

8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. ***Presentations for the student led discussion in the YSS Curriculum students can present questions in a digital format (PowerPoint, Word, Slides, Docs, etc.) or other forms of visual displays (poster board, chart paper, etc) to students that are aesthetically pleasing.***

8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ***Students will have to adapt their speech to help students understand their questions/thoughts when presenting/responding to others.***

# 9<sup>th</sup>-10<sup>th</sup> Grade English Language Arts Learning Standards

## 9<sup>th</sup> - 10<sup>th</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

9 - 10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly /implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) ***Throughout the YSS Curriculum students respond to questions that are based on the information read throughout the chapters. The questions require them to have a deeper understanding of the reading and of themselves. As a result of this deeper***

***understanding of themselves they may pose questions as to how they can become a more well rounded person.***

9 - 10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned and how what they have read/learned relates to themselves.***

### **Integration of Knowledge and Ideas**

9 - 10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) ***While working through the YSS Curriculum students are required to make personal connections when reading and responding to the questions posed in the chapters. The nature of the curriculum is for students to relate what they have read to their own life, culture and society.***

## **9<sup>th</sup> - 10<sup>th</sup> Grade Writing Standards**

### **Text Types and Purposes**

9 - 10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9 - 10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

***Information and questions posed throughout the chapters***

***introduce new concepts and ideas that require students to make connections to their lives.***

9 - 10W2c: Use precise language and content - specific vocabulary to express the appropriate complexity of a topic.

***When answering questions in the YSS Curriculum students should use vocabulary learned in the chapter to have a thorough response.***

9 - 10W2e: Provide a concluding statement or section that explains the significance of the information presented. ***At the end of each chapter in the YSS Curriculum students are to summarize what they have read/learned in the chapter.***

9 - 10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable. ***When responding to questions in the YSS Curriculum students may refer to other texts that they have read outside of the class that can help to support their thoughts/view.***

## **9<sup>th</sup> - 10<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

9 - 10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others .

***During the YSS Curriculum students engage in class discussions for each chapter to discuss questions students pose related to the chapters in the YSS Curriculum.***

9 - 10LS1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well - reasoned exchange of ideas. ***Students are required to read the chapters in the YSS Curriculum in order to participate in the class discussion that are related to the chapter. Students will be required to refer back to the reading when questions are posed to the class.***

9 - 10SL1b: Work with peers to set norms for collegial discussions and decision - making, establish clear goals, deadlines, and individual roles as needed. ***At the start of the YSS Curriculum students set rules and norms to be followed by all in the class when class discussions are had. Students are required to raise their hands during the chapter discussions in order to respond to questions posed by the group leaders related to the chapters in the YSS Curriculum. Students are required to follow classroom rules created by the class at the beginning of the curriculum during discussions. Group leaders are the “teachers” for each chapter and will call upon classmates to answer posed questions.***

9 - 10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ***Students pose questions to the class that are open ended related to the chapters that require a well thought out response and elaboration when needed. Students respond to questions/comments posed by group leaders and/or other students in the class related to the chapters in the YSS Curriculum.***

9 - 10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented. ***Students listen and respond to the different perspectives discussed during the class discussions that relate to the YSS Curriculum. As a result of the class discussion different perspectives come in to the discussion requiring students to possibly clarify and or justify their point of view.***

9 - 10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source. ***Presentations for the student led discussion in the YSS Curriculum students can present questions in a digital format (PowerPoint, Word, Slides, Docs, etc.) or other forms of visual displays (poster board, chart paper, etc) to students.***

### **Presentation of Knowledge and Ideas**

9 - 10SL4: Present claims, findings , and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience. ***Students are required to lead a discussion related to a chapter in the YSS Curriculum that they have signed up for. Students are to pose open ended questions to students in the class that relate to the chapter.***

9 - 10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

***Presentations for the student led discussion in the YSS Curriculum students can present questions in a digital format (PowerPoint, Word, Slides, Docs, etc.) or other forms of visual displays (poster board, chart paper, etc) to students.***

9 - 10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ***Students will have to adapt their speech to help students understand their questions/thoughts when presenting/responding to others.***