

Achieve Match Rating					
0=No Changes					
1=Very close match or the revision strengthens the standard or makes it clearer.					
2=Partial match: there is a noticeable change, and the change may have made its interpretation more difficult for the user (e.g., an important example has been cut).					
3=Partial match: the revision weakens the standard, important content may have been lost, or expectations may have been lowered.					
4= No match: CCSS has a standard, but NY has eliminated it, and the elimination of the standard is a weakness.					
5=No match: NY eliminated a CCSS standard, but the elimination does not weaken the suite of standards.					
6=No match: NY has added a standard that does not have a match in the CCSS and the addition is a positive (e.g., cursive writing, foundational writing).					
7=No Match: NY has expectation, and Achieve cautions against it (because it is confusing, unnecessary, unmeasurable, or otherwise problematic).					
8=No Match: NY has expectation which does not appear in CCSS; Achieve sees this as neither a strength nor a weakness.					
English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Draft Standard		
Literacy in History/Social Studies		Literacy in History/Social Studies			
Key Ideas and details		Key Ideas and details			
RH.6-8.1	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.	0	There are no changes.
RH.6-8.2	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.RH.2	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.	0	There are no changes.
RH.6-8.3	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.RH.3	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).	0	There are no changes.

Craft and Structure		Craft and Structure			
RH.6-8.4	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.RH.4	Determine the meaning of words and phrases as they are used in a text, including domain specific vocabulary related to history/social studies	1	The standard has been reworded for clarity. NY may want to check an editing style guide for the appropriate way to punctuate "domain specific vocabulary." A hyphen might be needed: "domain-specific."
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	6-8.RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	1	By adding "visually" and "graphically," NY continues to emphasize graphics/visuals/multimedia as it has done elsewhere in the revision. Generally, this is a sensible move for content-area standards. Here, this may take students away from analyzing text for its organization: chronological, compare/contrast, cause-effect, and so on. This makes the standard less focused, not more comprehensive. The original standard was clearly focused on informational text organization; now it seems possible that students might not be taught to analyze the structure/craft/organization of text (if they look at visuals/graphics instead of text).
RH.6-8.6	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.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.)	1	Changed "loaded language" to "rhetorical language."
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			

RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	6-8.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	0	There are no changes.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.	6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.	0	There are no changes.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.	6-8.RH.9	Identify and distinguish between a primary and secondary source on the same topic.	2	Revised from "analyze the relationship" to "identify and distinguish." The original language is less clear. However, the new language is slightly less rigorous.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	6-8.RH.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	0	There are no changes.

Literacy in Science & Technical Subjects					
Key Ideas and details		Key Ideas and details			
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	6-8.RST.1	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc.	1	The revision expands the expectation to include visuals/graphics. The revision shifts focus in a clear, appropriate way. Specificity is weakened; NY may want to consider use of etc. to end standard statements.
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	6-8.RST.2	Determine the central ideas or conclusions of a source; provide an accurate summary of the source distinct from prior knowledge or opinions.	1	The revision changed "text" to "source"-- Demonstrates continued emphasis from state on expanding notion of "text" to include visuals, graphics, etc.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	6-8.RST.3	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	3	The revision loses some focus--while attempting to align more closely with the anchor standard. In the revision, students "describe how and why scientific ideas and reasoning are developed and modified over the course of a text...." Are scientific ideas typically modified over the course of texts? More often, it would seem that scientists modify their ideas over their experimentation and findings and then present those ideas more coherently in a single text. Will students know why the ideas are being developed? That would suggest greater knowledge of the author's internal thoughts.
Craft and Structure		Craft and Structure			

RST.6-8.4	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.RST.4	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical source relevant to grades 6–8.	1	"Context" was changed to "source." The standards have an inconsistent way of hyphenating correlative adjectives. It is advised that NY consult whatever style manual they use during the editing process to ensure consistency.
RST.6-8.5	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.RST.5	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.	0	There are no changes.
RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6-8.RST.6	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	2	Does NY want to use "perspective" in place of "point of view" here? Does the revised expectation include oral or multimedia presentations or text only? It is unclear what is meant by "etc." and an e.g. would be helpful here. Clarity and specificity are weakened.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
RST.6-8.7	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.RST.7	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).	3	The performance expectation is lowered here; integrating words with visuals is more challenging than identifying and matching when the same content is presented in two different ways.

RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	6-8.RST.8	For scientific sources: Distinguish between observation and inference based judgements, and reasoned judgement and opinion. For technical sources: Distinguish between facts and reasoned judgement.	2	Clarity is lowered in the revision; it is not clear to educators what the instructional and learning expectations are. Additionally, the standard is structured differently with the use of (:).
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	6-8.RST.9	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.	1	The revision is clear; it expands the definition of text as in other NY revisions.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	6-8.RST.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	0	There are no changes.
Writing		College and Career Readiness Anchor Standards for Writing			

Text Types and Purposes		Text Types and Purposes			
WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. 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>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	6-8.WHST.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. 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>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.</p> <p>d. Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	1	<p>Minor revision were made. The criteria remain effectively the same, except that formal style is "appropriate to the academic discipline, purpose, and audience." This is appropriate as style can vary widely and still be appropriate. The standards have an inconsistent way of hyphenating correlative adjectives. It is advised that NY consult whatever style manual they use during the editing process to ensure consistency.</p>

WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>A. 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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <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>	<p>6-8.WHST.2</p> <p>Write informative/explanatory text focused on discipline-specific content.</p> <p>A. Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>B. Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain specific vocabulary to inform and/or to explain the topic.</p> <p>E. Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.</p> <p>F. Provide a concluding statement or section that follows from and supports the information and/or explanation presented.</p>	2	<p>The revision deletes examples (narration of historical events, scientific procedures/experiments, or technical process). These examples are helpful for providing clarity to readers. The revision also deletes the expectation that writers will include formatting, graphics, and multimedia, as needed. This exclusion in the revision seems odd given NY's focus elsewhere on graphical communications of ideas/information. The same change as noted above with formal style, which is appropriate. The fundamental criteria for effective informative writing are unchanged.</p>
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WHST.6-8.3	Not applicable as a separate requirement	6-8.WHST.3	Write narratives to develop real or imagined experiences or events appropriate to discipline-specific norms, conventions, and tasks.	8	Narrative writing in the content areas can be a creative way for students to reflect on new ideas and concepts but is not a must-have for college- and career-ready (CCR).
Production and Distribution of Writing		Production and Distribution of Writing			
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6-8.WHST.4	Produce clear and coherent discipline-specific writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1	"Writing" was changed to "discipline-specific writing."
WHST.6-8.5	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.	6-8.WHST.5	Develop and strengthen writing by planning, editing (e.g. adult and peer review), revising, rewriting, and/or using a different approach.	1	The revision is an improvement; it streamlines language.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6-8.WHST.6	Select and utilize available technology, including the Internet, to produce and publish writing and to demonstrate digital citizenship when interacting and collaborating with others.	3	The revision weakens rigor and clarity. States are in a bind here because technology does vary widely by school, but by adding the phrase "available" technology, NY has reduced the need to try to even the playing field. (Or the standards could have this effect.) The phrase "digital citizenship" is unclear and would benefit from an e.g..

Research to Build and Present Knowledge		Research to Build and Present Knowledge			
WHST.6-8.7	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.WHST.7	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.	1	Adding the phrase “by the end of grade 8” helps to clarify the grade-level progression with the grade-band expectation. It is worth noting, that the ELA standards require students to “conduct research to answer questions, including self-generated question,....” Beginning in grade 3.
WHST.6-8.8	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.WHST.8	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.	0	There are no changes.
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.	6-8.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	0	There are no changes.
Range of Writing		Range of Writing			
WHST.6-8.10	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.	6-8.WHST.10	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.	0	There are no changes.

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Draft Standard		
Literacy in History/Social Studies		Literacy in History/Social Studies			
Key Ideas and details		Key Ideas and details			
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	9-10.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date, origin, author(s), etc.	1	The addition of the author is helpful; the use of "etc." to end the expectation may make it harder for readers to understand the precise expectation. By trying to expand to show breadth, the state may create issues with clarity or measurability. Generally, an e.g., or a parenthetical with examples is more helpful than ending a standard expectation with etc. This is not a huge problem but is worth noting since it is repeated a number of times in the NY revisions.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	9-10.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text	1	The revision changed "over the course of" to "within" but the verb "develop" still has the same connotation as in the original wording. The revision allows NY to include non-print text sources to align with the standard.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	9-10.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	0	There are no changes.
Craft and Structure		Craft and Structure			

RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	9-10.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.	1	The addition of "geographic" is helpful and adds comprehensiveness for history/social studies.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	9-10.RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).	3	The revision lowers the expectation. In the original standard, students had to be able to outline the structure of ideas and support or trace the development of the thesis or claim. In the revision, students can simply identify that a text uses pictures and graphs and meet the letter of the standard.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	0	There are no changes.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	9-10.RH.7	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	1	The revision is close to the original standard--with the expansion that students also evaluate and might consider graphs, photographs, videos, or maps, in addition to examples provided in the original statement.

RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	9-10.RH.8	Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	1	The revision improves alignment to other grade levels and with ELA expectations.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	9-10.RH.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	0	There are no changes.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	9-10.RH.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	0	There are no changes.
Literacy in Science & Technical Subjects					
Key Ideas and details		Key Ideas and details			
RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	9-10.RST.1	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source.	2	Again, the etc. may create confusion. Elsewhere, NY has made changes to suggest that "text" should include both print and non-print sources. Why not re-word as: Cite specific evidence to support analysis of scientific and technical texts (print and non-print), attending to the precise details of the source. OR Cite specific evidence, attending to precise details, to support analysis of scientific and technical sources?

RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	9-10.RST.2	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.	1	With this revision, NY changed "text" to "source" to include visuals/graphics rather than implying only print text.
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	9-10.RST.3	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.	3	The revision loses some focus--while attempting to align more closely with the anchor standard. In the revision, students "analyze how and why scientific ideas and reasoning are developed and modified over the course of a text...." (Again, the statement ends with etc.) Are scientific ideas typically modified over the course of texts? More often, it would seem that scientists modify their ideas over their experimentation and findings and then present those ideas more coherently in a single text. Will students know why the ideas are being developed? That would suggest greater knowledge of the author's internal thoughts.
Craft and Structure		Craft and Structure			
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	9-10.RST.4	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in specific scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	1	The revision made emphasizes graphics--charts, graphs, diagrams. It is unclear if the "conclusion(s)" referenced are the reader's or the author's.

RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	9-10.RST.5	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.	2	It may be helpful for NY to put "categories" and "hierarchies" into a parenthetical e.g., statement. These are certainly structures students will encounter in STEM subjects but they may be unnecessarily limiting--students will also see texts that create cause-effect structures, compare-contrast structures, and so on. It might be worth not limiting to just categorical or hierarchical relationships.
RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	9-10.RST.6	Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.	2	Does NY want to use "perspective" in place of "point of view" here? Does the revised expectation include oral or multimedia presentations or text only? It is unclear what is meant by "etc.;" an e.g. would be helpful here.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	9-10.RST.7	Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.	1	The NY revision clarifies expectations.

RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	9-10.RST.8	Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.	2	By attempting to increase inclusiveness, NY may have weakened the rigor of this expectation. Would an author's reasoning and evidence be clear by looking at a single visual? Inclusion might be more appropriate here by a revision such as: Assess the extent to which the reasoning and evidence (textual and graphical) in a text support the author's claim or a recommendation for solving a scientific or technical problem. The ability to analyze content-area text (not just visuals) is important. Clearly defining "source" in NY would help a lot here.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9-10.RST.9	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	1	In this revision, the use of "source" instead of "text" is appropriate.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	9-10.RST.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	0	There are no changes.
Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			

<p>WHST.9-10.1</p>	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</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>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>9-10.WHS T.1</p> <p>Write arguments focused on discipline-specific content.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>E. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1</p>	<p>There were minor revisions made to this standard. The criteria remain effectively the same. Students develop claims "objectively" instead of "fairly." (Use of a more precise academic term is appreciated, but is an argument "objective" by its nature?) Formal style is appropriate to the "academic discipline, purpose, and audience." This is appropriate as style can vary widely and still be appropriate.</p>
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<p>WHST.9-10.2</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>9-10.WHS T.2</p> <p>Write informative/explanatory text focused on discipline-specific content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.</p> <p>B. Develop the topic with well chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p>E. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>F. Provide an evaluative 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>2</p>	<p>The revision deletes examples (narration of historical events, scientific procedures/experiments, or technical process). These examples are helpful for providing clarity to readers--without limiting readers only to these examples. The revision also removes the expectation from A that writers will include formatting, graphics, and multimedia, as needed. This exclusion in the revision seems odd given NY's focus elsewhere on graphical communications of ideas/information. The same change is made as above with formal style, which is appropriate. The fundamental criteria for effective informative writing are unchanged.</p>
<p>WHST.9-10.3</p>	<p>Not applicable as a separate requirement</p>	<p>9-10.WHS T.3</p> <p>Write narratives to develop real or imagined experiences or events appropriate to discipline-specific norms, conventions, and tasks.</p>	<p>8</p>	<p>Narrative writing in the content areas can be a creative way for students to reflect on new ideas and concepts but is not a must-have for CCR.</p>
<p>Production and Distribution of Writing</p>		<p>Production and Distribution of Writing</p>		

WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10.WHS T.4	Produce clear and coherent discipline-specific writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1	"Writing" was changed to "discipline-specific writing."
WHST.9-10.5	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.	9-10.WHS T.5	Develop and strengthen writing by planning, editing (eg. adult and peer review), revising, rewriting, and/or using a different approach.	1	The revision is an improvement; it streamlines language.
WHST.9-10.6	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.	9-10.WHS T.6	Select and use technology, including the Internet, to produce, publish, and update individual and/or shared multimedia writing products and to demonstrate digital citizenship when interacting with others.	2	The phrase "digital citizenship" is unclear and would benefit from an e.g.; similarly, use of "multimedia" to reference links and visual presentations of information is streamlined but may not be fully clear to the audience as to the expectations; an e.g., would be helpful here as well.
Research to Build and Present Knowledge		Research to Build and Present Knowledge			
WHST.9-10.7	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.	9-10.WHS T.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.	0	There are no changes.

WHST.9-10.8	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.	9-10.WHS T.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.	0	There are no changes.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	9-10.WHS T.9	Draw evidence from informational texts to support analysis, reflection, and research.	0	There are no changes.
Range of Writing		Range of Writing			
WHST.9-10.10	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.	9-10.WHS T.10	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.	0	There are no changes.

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Draft Standard		
Literacy in History/Social Studies		Literacy in History/Social Studies			
Key Ideas and details		Key Ideas and details			
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	11-12.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.	1	The only change in the revision is the word "text" to the word "source."
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	11-12.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	0	There are no changes.
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	11-12.RH.3	Evaluate various explanations for individuals, actions, events, or ideas and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain.	1	The only changes are to broaden the standard to include individuals and ideas and to reference "a" text rather than "the" text.
Craft and Structure		Craft and Structure			

RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	11-12.RH.4	Interpret words and phrases as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	2	The revision is less clear in the opening--what does it mean to "interpret words and phrases as they are developed in a text?" The revision also changes the focus to include an emphasis on technical, connotative, and figurative meanings (not just denotative meanings, as implied by the original statement) and to connect word choice to meaning or tone. These elements are more broadly applicable than the original statement, which seems more focused on a specific context.
RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	11-12.RH.5	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.	2	In general, parentheticals add clarity but here the parenthetical references visual and graphic multimedia sources but the rest of the statement seems applicable only to text sources (sentences, paragraphs). A suggestion to make this applicable to multimedia is to change the end of the statement to include words like "elements," "words," "design choices," "headers," "captions," etc.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	11-12.RH.6	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	1	Deletion of the word "differing" allows for points of view that are the same or different.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			

RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	11-12.RH.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	0	There are no changes.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	11-12.RH.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	0	There are no changes.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	11-12.RH.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	0	There are no changes.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	11-12.RH.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11- CCR text complexity band independently and proficiently.	0	There are no changes.
Literacy in Science & Technical Subjects					
Key Ideas and details		Key Ideas and details			

RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	11-12.RST.1	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	1	The revision expands expectations to include visuals/graphics and attention to detail.
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	11-12.RST.2	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.	1	The revision is strong.
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	11-12.RST.3	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the specific results based on explanations in the text.	3	The revision completely changes the expectation. In the revision, students "analyze how and why scientific ideas and reasoning are developed and modified over the course of a text." Are scientific ideas typically modified over the course of texts? More often, it would seem that scientists modify their ideas over their experimentation and findings and then present those ideas more coherently in a single text. The addition of "evaluate" in the second half of the standard seems challenging; in a typical scientific text, will students have adequate information to evaluate the results?
Craft and Structure		Craft and Structure			

RST.11-12.4	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 <i>grades 11-12 texts and topics</i> .	11-12.RST.4	Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in specific scientific or technical sources; analyze how the inclusion of charts, graphs, diagrams, data influence conclusion(s).	1	The revision made emphasizes graphics--charts, graphs, diagrams. It is unclear if the "conclusion(s)" referenced are the reader's or the author's.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	11-12.RST.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	0	There are no changes.
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	11-12.RST.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	0	There are no changes.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	11-12.RST.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	0	There are no changes.

RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	11-12.RST.8	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	0	There are no changes.
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	11-12.RST.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	0	There are no changes.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	11-12.RST.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	0	There are no changes.
Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			

<p>WHST.1 1-12.1</p>	<p>Write arguments focused on discipline-specific content.</p> <p>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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</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>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>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>11- 12.WHS T.1</p> <p>Write arguments focused on discipline-specific content.</p> <p>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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</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>d. Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1</p> <p>Changes to this standard include: * b. "objectively" instead of "fairly" (more precise, academic term); instead of "establish and maintain" a formal style in the revision asks students to "establish, develop, and maintain"; instead of an "objective tone" students now seek an "appropriate" tone (this seems more appropriate for argument--where the tone is by definition not objective); instead of just discipline-appropriate, the revision specifies that tone will be appropriate to "discipline, purpose, and audience" (this is helpful).</p>
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<p>WHST.1 1-12.2</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and 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>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 topics</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>11- 12.WHS T.2</p> <p>Write informative/explanatory text focused on discipline-specific content.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain specific vocabulary, and discipline specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p>e. Provide an evaluative concluding statement or section that supports and synthesizes the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>2</p> <p>The revision deletes examples (narration of historical events, scientific procedures/experiments, or technical process). These examples are helpful to providing clarity to readers--without limiting readers only to these examples. The revision also removes the expectation from A that writers will include formatting, graphics, and multimedia, as needed. This exclusion in the revision seems odd given NY's focus elsewhere on graphical communications of ideas/information. The same change as noted above with formal style, which is appropriate. The fundamental criteria for effective informative writing are unchanged.</p>
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WHST.1 1-12.3	Not applicable as a separate requirement	11- 12.WHS T.3	Write narratives to develop real or imagined experiences or events appropriate to discipline-specific norms, conventions, and tasks.	8	Narrative writing in history/social studies can be a creative way for students to reflect on new ideas and concepts but is not a must-have for CCR. Perhaps in history this will be ok, but it is unclear the purpose narrative writing serves in science and technical subjects.
Production and Distribution of Writing		Production and Distribution of Writing			
WHST.1 1-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11- 12.WHS T.4	Produce clear and coherent discipline-specific writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1	"Writing" is changed to "discipline-specific writing."
WHST.1 1-12.5	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.	11- 12.WHS T.5	Utilize a variety of resources to develop and strengthen writing by planning, editing, revising, rewriting, and/or using a different approach.	1	The revision is an improvement; it streamlines language.
WHST.1 1-12.6	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.	11- 12.WHS T.6	Select and use technology, including the Internet, to produce, publish, and update individual and/or shared multimedia writing products in response to ongoing feedback, including new arguments or information and to demonstrate digital citizenship.	1	The phrase "digital citizenship" is unclear, but it is good that the state doesn't allow for only the technology that is "available." This does highlight a disconnect from grades 6-8.
Research to Build and Present Knowledge		Research to Build and Present Knowledge			

WHST.1 1-12.7	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.	11- 12.WHS T.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.	0	There are no changes.
WHST.1 1-12.8	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 specific 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.	11- 12.WHS T.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 specific 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.	0	There are no changes.
WHST.1 1-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	11- 12.WHS T.9	Draw evidence from informational texts to support analysis, reflection, and research.	0	There are no changes.
Range of Writing		Range of Writing			

WHST.1 1-12.10	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.	11-12.WHS T.10 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.	0	There are no changes.
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