NOVEMBER 2026 / JANUARY 2027 PLANNING

English Language Arts atlas

Standards, score design, seasonal evidence, public stimuli, scored work and original transfer tasks.

Tue Jan 26 · 9:15 a.m. | Official January 2027 schedule

January forms	June forms	August forms	Printed slots
0	1	1	52

What the available design supports

Three reading passages support 24 selected responses. Part 2 uses four sources for an argument. Part 3 asks for a text-based analysis. In the 2026 maps, the argument earns up to 6 × 4 weighted credits and the analysis earns 4 × 2. Reading contributes 24 of 56 weighted credits.

The two current reading maps assign six questions each to R.4. R.3 accounts for six in June and seven in August; R.2 for five and four. The two argument issues were horse racing and invasive species. Both require a claim, engagement with another position and evidence from at least three sources.

January 2026 used the prior standards. Its debate about employer screening of social media offers a historical task comparison. Its reading codes and content are outside the current probability model.

NYSED course guide / administration authority

A useful preparation decision

Select a recurring evidence demand, compare the official scoring criterion with a response, then change context for an independent check. The six new topic cards below broaden practice. Their contexts are original designs, and their exact future appearance has no estimated probability.

Topic	Original card
Fiction and character	ELA-N01 The repaired radio
Poetry and figurative language	ELA-N02 First thaw
Rhetoric and perspective	ELA-N03 Who counts as a reader?
Source-based argument	ELA-N04 Should the lab remain open after school?
Structure and ambiguity	ELA-N05 The title changes the reading
Evidence and information	ELA-N06 A chart needs a sentence

Blueprint and score contribution

Component	Range or maximum	Unit
Reading comprehension across literary, poetry, and nonfiction texts	24.0 to 24.0	raw points
Source-based argument	6.0 to 6.0	raw rubric points
Text analysis/exposition	4.0 to 4.0	raw rubric points

Inherited NYSED guide snapshot. Consult the current linked guide before operational use. Ranges describe blueprint constraints. Distinct units and weighting rules must be retained.

Preserve the scoring interpretation

A local response criterion supports feedback about that task. A shortened exam or modified full-length assembly lacks the state form's validated conversion. Report separate evidence for independent and prompted work. Preserve item weights when describing coverage.

Code ledger and form prevalence

Each row reports forms with at least one valid matching slot. A count such as 1/2 is a form prevalence, not student accuracy. Codes are retained at their actual mapping granularity. ELA writing tasks carry broad mappings and are excluded from this frequency ledger.

Published code / label	Jan	June	Aug	All
L.4 (11-12) Determine word meaning from context	0/0	1/1	1/1	2/2
L.5 (11-12) Figurative language and nuances of meaning	0/0	1/1	1/1	2/2
R.2 (11-12) Central ideas and themes	0/0	1/1	1/1	2/2
R.3 (11-12) Development and interaction of ideas, people or events	0/0	1/1	1/1	2/2
R.4 (11-12) Word choice, meaning and tone	0/0	1/1	1/1	2/2
R.5 (11-12) Structure and development	0/0	1/1	1/1	2/2
R.6 (11-12) Point of view or purpose	0/0	1/1	0/1	1/2

Zero observed January forms provide no winter rate. Multiple codes can describe the same slot. Labels are short teaching descriptions, and official code wording and its boundary remain authoritative.

Topics, trend and stimulus hypotheses

Fiction and character

R.3 (11-12); R.5 (11-12)
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original narrative using unfamiliar apprentice. Preserve the target relationship and change the setting.

Poetry and figurative language

R.2 (11-12); R.4 (11-12)
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original poem using workshop poem. Preserve the target relationship and change the setting.

Rhetoric and perspective

R.6 (11-12); R.8 (11-12)
January 0/0 | June 1/1 | August 0/1

Pooled planning probability 50.0% for a union of named codes in 1/2 forms. Nominal observed-prevalence interval 9%-91%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original editorial using public seating editorial. Preserve the target relationship and change the setting.

Source-based argument

W.1 (11-12); R.7 (11-12)
January 0/0 | June 0/0 | August 0/0

Unestimated Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis constructed argument source set using lending equipment policy. Preserve the target relationship and change the setting.

Structure and ambiguity

R.5 (11-12); R.2 (11-12)
January 0/0 | June 1/1 | August 1/1

Pooled planning probability 75.0% for a union of named codes in 2/2 forms. Nominal observed-prevalence interval 34%-100%. Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis original microfiction using missing list item. Preserve the target relationship and change the setting.

Evidence and information

R.7 (11-12); W.1 (11-12)
January 0/0 | June 0/0 | August 0/0

Unestimated Only selected responses support frequency here; broad essay mappings are excluded.

Design hypothesis constructed data and competing claims using survey chart argument. Preserve the target relationship and change the setting.

The contexts are possible practice stimuli. Their probabilities are unestimated. The quantitative estimates apply only to the named mapped-code event. Rows overlap and are not additive.

Observed public stimuli by topic

ELA_2026_08 Is it necessary to control invasive species?

essay issue

Open public task

ELA_2026_06 Should horse racing be banned?

essay issue

Open public task

ELA_2026_01 Should employers consider social media activity when evaluating potential candidates?

essay issue

Open public task

ELA_2025_08 Should the FDA [Food and Drug Administration] regulate certain tattoo and permanent makeup pigments?

essay issue

Open public task

ELA_2025_06 Are video games a positive activity for adolescents?

essay issue

Open public task

ELA_2025_01 Should people adopt a vegan diet?

essay issue

Open public task

ELA_2024_08 Should companies be allowed to collect personal data?

essay issue

Open public task

A source-set overlap with a code is broader than a one-to-one match between the format and the entire expectation. The full CSV retains all observed sets and joins.

Released item exemplars and mappings

Fiction and character / ELA-N01

Practice evidence She anticipates judgment or disappointment and encounters an invitation to work together. The hidden towel supports the earlier expectation.

ELA_2026_08_24 public question

Official published mapping

Verification route live map row match

Poetry and figurative language / ELA-N02

Practice evidence A defensible reading concerns limits of control or change unfolding gradually. The unused shovel and independent thaw support it.

ELA_2026_08_23 public question

Official published mapping

Verification route live map row match

Rhetoric and perspective / ELA-N03

Practice evidence The writer urges consultation and caution before shrinking the quiet room.

ELA_2026_06_2 public question

Official published mapping

Verification route live map row match

Source-based argument / ELA-N04

Practice evidence A defensible argument may propose a limited later pilot while retaining early access. It must explain how demand, capacity and staffing evidence support that choice.

ELA_2026_08_Part_2 public question

Official published mapping

Verification route Atlas source-linked mapping

Structure and ambiguity / ELA-N05

Practice evidence Inventory suggests a count of possessions, while the ending introduces an uncountable memory or loss.

ELA_2026_08_24 public question

Official published mapping

Verification route live map row match

Evidence and information / ELA-N06

Practice evidence Loans increase from 20 to 40, so borrowing grows in count under the stated equal eligible populations.

ELA_2026_08_Part_2 public question

Official published mapping

Verification route Atlas source-linked mapping

The connection is a shared published code. Compare the complete tasks before treating them as equivalent practice.

Choose evidence that supports the claim

ELA_2026_08 Part 2 | Published result Level 2 of 6

Observed evidence

Anchor 2A uses a recognizable citation format. The rater nevertheless found a disconnect between the evidence and the writer’s position.

Possible interpretation

The writer may select sources by shared topic rather than the point each source can establish.

Diagnostic prompt

If a reader accepted your evidence, why would that make your particular recommendation more persuasive?

Teaching move

Sort excerpts as support, counterevidence or background. After each chosen detail, state the inference in the writer’s own words.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Make the reader’s inference explicit

ELA_2026_06 Part 3 | Published result Level 3 of 4

Observed evidence

In anchor 3B, lengthy quotations carry more of the response than the writer’s short explanations. The reader has to supply the interpretive step.

Possible interpretation

The student may understand the passage orally but omit how the author’s choice develops the central idea.

Diagnostic prompt

Which few words from the quotation do the most work, and what do they make the reader understand?

Teaching move

Trim one long quotation to a phrase. Ask for two sentences explaining the phrase’s effect in context.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Move from defining craft to analyzing it

ELA_2026_08 Part 3 | Published result Level 2 of 4

Observed evidence

Anchor 2B defines a writing strategy. The selected evidence offers an implicit connection, while the central idea closely follows the introduction.

Possible interpretation

Knowing a literary term may be masking a need to explain its effect in this passage.

Diagnostic prompt

Change the highlighted words to plain language. What does the reader lose?

Teaching move

Pair the original with a neutral rewrite. Let the student describe the difference before naming the strategy.

Public task

Sample or criterion

Commentary

Higher comparison anchor

Official mapping

This is a selected released example or criterion. Local student work was not supplied. Preserve alternate explanations until a new response distinguishes them.

Six original contexts and the prep route

Card	Target relationship	Transfer condition
ELA-N01 The repaired radio	Infer how Mara's expectation of her father changes.	Write a new ending in which the father takes the radio away. Explain how that changes the defensible interpretation.
ELA-N02 First thaw	Develop a defensible central idea using two details.	Change the final line to "is waiting for my hand." Explain the shift.
ELA-N03 Who counts as a reader?	Identify the writer's position on the proposed change.	Analyze the same issue from a librarian responsible for a long checkout queue.
ELA-N04 Should the lab remain open after school?	Make a qualified recommendation using at least three sources.	Add a fifth source showing that buses leave before the proposed session ends. Revise the recommendation.
ELA-N05 The title changes the reading	Explain a possible relationship between the title and the final sentence.	Retitle the piece "Opening Day" and explain what remains supportable.
ELA-N06 A chart needs a sentence	Evaluate A's claim using the appropriate comparison.	Make the second eligible population 200. Reassess the claim about participation.

Retained three-week Studio sequence

Week 1 session 1 When a word changes sides

Week 1 session 2 Find the turn

Week 2 session 3 Write a counterclaim that matters

Week 2 session 4 Analyze a craft choice

Week 3 session 5 Evaluate the reach of a claim

Week 3 session 6 Build an argument across four voices

The practice folder contains the prior standalone original exam, Form B rehearsal insert and directions, exam guide, six-session student prep and worked responses. Separate new stimulus student and teacher books add these six contexts. Use the full-length public booklet links in the assembly map.

Connections and department decisions

ELA-N01 The repaired radio

Retelling the sequence without explaining how a detail supports an inference. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

ELA-N02 First thaw

Naming personification without explaining its contribution to meaning. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N02 Raised garden arch, GEO-N06 Which transformations undo each other?

ELA-N03 Who counts as a reader?

Treating persuasive language as empirical evidence of the policy's effect. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

ELA-N04 Should the lab remain open after school?

Collecting source details without explaining their relation to the claim. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N01 Charging the battery cart, ALG1-N03 Two receipt checks

ELA-N05 The title changes the reading

Filling an ambiguity with an unsupported biographical claim. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning GEO-N01 Classifying a loading bay, GEO-N02 One observation cannot prove congruence

ELA-N06 A chart needs a sentence

Changing the denominator between a count and a rate argument. This is a diagnostic hypothesis. Ask the learner to explain the step before selecting a response.

Related reasoning ALG1-N04 Same center, different repair times, ALG1-N06 Measuring foam panels

Use the anonymous calibration record to preserve the initial judgments, criterion evidence, an instructional move and a new independent response. Review the same reasoning in a changed context and record prior exposure.