



Crosswalk between P-12 English Language Arts Common Core Learning Standards (2011) and the revised New York State Next Generation English Language Arts Learning Standards (2017)

Main Summary (Grade-level crosswalks are available for Prekindergarten-Grade 12 and Literacy 6-12)

Background: In 2015, New York State began a process of reviewing the P-12 Common Core

Major Organizational Changes

Organization: The 2017 Next Generation English Language Arts Learning Standards includes the same general organizational structure as the 2011 P-12 Common Core Learning Standards, with some small changes. The 2011 and 2017 ELA Standards are both organized under the following major strands: Reading, Writing, Speaking & Listening, and Language. Each of these sections has related anchor standards.

Key Strands: Reading (with Reading Foundational Skills for P-5), Writing, Speaking & Listening, and Language.

How to read the English Language Arts Learning Standards

The English Language Arts Learning Standards are organized by grade level from Prekindergarten through grade eight and by grade-band (9-10 and 11-12) at the high school level.

Key definitions

Anchor Standards represent broad statements about the expectations for students as they

English Language Arts Anchor Standards in Reading, Writing, Listening & Speaking, and Language.

Grade-level and Grade-band Standards describe specific end-of-year expectations about what students should understand and be able to do at a specific grade lev4(e)250.1(a04pnc 0 Tw 6.4 0 Tw (-)Tj0.025

	<p>across all of the grades.</p> <p>For each Reading Standard, a code has been added to the end of the standard to clarify if it applies to Reading for Literature (RL), Reading for Information (RI), or both (RL&RI).</p> <p>Example:</p> <p>The new 2nd grade Reading Standard 6 has been created by merging two separate reading standards: “Identify examples of how illustrations and details support the point of view or purpose of the text. (RI&RL)”</p> <p>Previous standards:</p> <p>2011 Grade 2 Reading Standard 6 (Literature): “Acknowledge differences in the points of view of characters, including by speaking in a difference voice for each character when reading dialogue aloud.”</p> <p>2011 Grade 2 Reading Standard 6 (Informational): “Identify the main purpose of a text, including what the author wants to answer, explain, or describe.”</p>
<p>Reduced the overall number of Anchor Standards to respond to educator concern that there are too many standards and that some previous standards are repetitive.</p> <p><i>Anchor Standards definition:</i> Anchor Standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for potential success in either college or careers, or both.</p>	<p>The previous set of P-12 Common Core English Language Arts Standards (2011) included 34 Anchor Standards; the 2017 revised version includes 28 Anchor Standards.</p> <p>Example:</p> <p>Six Anchor Standards in Reading and Writing were omitted, moved to the Lifelong Practices, or merged with other standards. Additional guidance has been added in the introduction to each grade to clarify reading expectations. A section has also been added prior to the Writing Standards in each grade to provide additional guidance around the writing expectations.</p>
<p>Revised the grade level text-complexity reading expectations to ensure clarity for</p>	<p>Grade-level text complexity expectations remain in the 2017 set of standards; however,</p>

educators and families.

the expectations have been relocated to a
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	<p>{ &n} and use verbs in the active and passive voice.</p> <p>{ Z } P v] î v } œ œ š] v %o %o œ } %o</p> <p>shifts.</p> <p>The student expectation is to be able to understand and use these skills <i>by the end of 8th grade</i>. Curriculum decisions will need to be made at the local level to ensure students learn these skills and have time to practice them.</p>
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Created a separate *Grades 6-12 Literacy in Social Studies, Science, and Technical Subjects Standards* document that connects with the other content areas

The ELA educator committee recommended separating the *Grades 6-12 Literacy in Social Studies, Science, and Technical Subjects Standards* document from the English Language Arts Standards document to ensure educators will see how those standards connect directly with the applicable standard areas.

This document has its own introduction and link to the related learning standards (for example, Social Studies and Science). <http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation->

do as a result of instruction that is *not*

Anchor Standards Crosswalk (2011 and 2017 Standards)

2011 P-12 Common Core Learning Standards for English Language Arts and Literacy	2017 Next Generation English Language Arts Learning Standards
<p data-bbox="188 367 630 401">Reading Anchor Standards (2011)</p> <p data-bbox="188 413 472 447">Key Ideas and Details</p> <p data-bbox="188 491 789 678">Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p data-bbox="188 722 776 871">Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p data-bbox="188 915 789 1024">Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p data-bbox="824 367 1271 401">Reading Anchor Standards (2017)</p> <p data-bbox="824 413 1117 447">Key Ideas and Details</p> <p data-bbox="824 491 1398 569">Standard 1: Read closely to determine what the text says explicitly/implicitly and make</p>

Standard 1: Write arguments to support

Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Standard 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. Revised</p> <p>Standard 5: Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.</p> <p>Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Language Anchor Standards 2011</p>	<p>Language Anchor Standards 2017</p>

Conventions of Standard English

Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate