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New York State P-12 Common Core Learning Standards (CCLS) for English Language Arts and Literacy (2011) and the English Language Arts Learning Standards and Core Curriculum (2005):

A Side-by-Side Comparison of the Main Organizational Features

P-12 CCLS for ELA

NYS ELA Standards (1996) and ELA Core Curriculum (2005)

Standards	Standards
<p>The NYS P-12 CCLS for ELA and Literacy include 34 college and career readiness (anchor) standards that translate to grade-specific standards. These are called “anchor” standards since the main achievement outcomes are anchored in these 34 statements.</p> <p>~The standards are vertically designed to lead to college and career readiness</p>	<p>The New York State English Language Arts Learning Standards include 4 standards which represent broad goals for student achievement. The <i>English Language Arts Core Curriculum (2005)</i> includes P-12 grade-specific expectations organized around the four main standards and key ideas (reading, writing, listening, and speaking)</p> <p>The CCSS for ELA are similar to the four NYS Standards but are organized differently and in some cases include a different level of specificity.</p>
Organization	Organization
<p>The P-12 CCLS document is organized by three main sections:</p> <ul style="list-style-type: none"> • a comprehensive K-5 section; and • two content-specific sections for grades 6-12: one for ELA and one for literacy in history/social studies, science, and technical subjects 	<p>The <i>English Language Arts Core Curriculum</i> is organized by the following sections:</p> <ul style="list-style-type: none"> • Standards: What a student should know and be able to do as a result of instruction or experience • Key Ideas: Included as the receptive language skills of

<p><i>Note:</i></p> <ul style="list-style-type: none"> • The K-5 section includes expectations that are generally taught by one teacher • The 6-12 section includes expectations for English teachers and teachers of history/social studies, science, and technical subjects 	<p>listening and reading and as the expressive language skills of writing and speaking</p> <ul style="list-style-type: none"> • Core Performance Indicators: Performance Indicators that are common to all four ELA Standards; these sections are in grade bands (PreK-1; 2-4; 5-6; 7-8; 9-12) • Literacy Competencies: Literacy expectations for each grade, K-8 • Grade-specific Performance Indicators: Organized under each standard and key idea, they represent what a student should know and be able to do at each grade level.
<p style="text-align: center;">Strands</p> <p>The P-12 CCLS for ELA include the following strands, which are the main areas for the standards:</p> <ul style="list-style-type: none"> • Reading (for literature and informational text)--including a K-5 Reading Foundations section • Writing • Speaking and Listening • Language 	<p style="text-align: center;">Strands</p> <p>The <i>English Language Arts Core Curriculum</i> includes four main Key Ideas which are similar to the CCSS strands:</p> <ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking
<p style="text-align: center;">Topics</p> <p>Under each strand, the grade-specific standards are organized by Topics.</p> <p>Reading</p> <ul style="list-style-type: none"> • <i>Key Ideas and Details</i> • <i>Craft and Structure</i> • <i>Integration of Knowledge and Ideas</i> • <i>Range of Reading and Level of Text Complexity</i> <p>Writing</p>	<p style="text-align: center;">Topics</p> <p>The <i>English Language Arts Core Curriculum</i> does not have Topic sections, except in some sections of the Literacy Competencies there are organizational headings similar to Topics (for example, word recognition, motivation to read, etc.)</p>

<ul style="list-style-type: none"> • <i>Text Types and Purposes</i> • <i>Production and Distribution of Writing</i> • <i>Research to Build and Present Knowledge</i> • <i>Range of Writing</i> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • <i>Comprehension and Collaboration</i> • <i>Presentation of Knowledge and Ideas</i> <p><u>Language</u></p> <ul style="list-style-type: none"> • <i>Conventions of Standard English</i> • <i>Knowledge of Ideas</i> • <i>Vocabulary Acquisition and Use</i> 	
<p style="text-align: center;">Grade-specific standards</p> <p>The K-12 grade-specific standards represent the anchor standards translated to a grade level. These standards define end-of-year expectations and represent a cumulative progression designed to enable students to meet college and career readiness expectations</p> <p>~Some of the grade-specific standards are more specific than others, with some including several bullets that are included as expectations at that grade level</p>	<p style="text-align: center;">Grade-specific standards</p> <p>The <i>English Language Arts Core Curriculum</i> (2005) includes grade-specific student expectations under the Literacy Competencies (grades PreK-8) and Grade-specific Performance Indicators sections (PreK-grade 12). Both of these sections are connected to the four ELA Standards and Key Ideas (reading, writing, listening, and speaking)</p>
<p style="text-align: center;">Appendices</p> <p>The CCSS for ELA and Literacy include three appendices that provide additional guidance. <i>Note:</i> The recommended reading list in Appendix B is intended as guidance, it does not represent a partial or complete reading list.</p> <ul style="list-style-type: none"> • Appendix A: Research Supporting 	<p style="text-align: center;">Appendices</p> <p>The <i>English Language Arts Core Curriculum</i> does not include appendices; however, resources to support the ELA Standards and <i>ELA Core Curriculum</i> are available on the SED Curriculum & Instruction website (http://www.emsc.nysed.gov/ciai/) and the</p>

Key Elements of the Standards; Glossary of Key Terms	Virtual Learning System (http://www.nysvls.org)
<ul style="list-style-type: none">• Appendix B: Text Exemplars and Sample Performance Tasks• Appendix C: Samples of Student Writing	