



## Common Core State Standards

The Common Core State Standards (CCSS) are broad statements of outcomes that provide a consistent and clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. They are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. These standards assume a shared responsibility for students' literacy development. They have been built on an integrated model of literacy with media requirements throughout. The common core standards are developmentally appropriate with cumulative progression of skills and understandings and a one-to-one correspondence with College and Career Readiness standards.

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). These standards are informed by the highest, most effective models from states across the country and countries around the world. The standards have been adopted by most states. The New York State Board of Regents adopted the CCSS in July 2010, then added an additional 15 percent (as allowed) in January 2011. Upon adoption of the 15%, New York State renamed the CCSS for our state to NYS P-12 Common Core Learning Standards (NYS P-12 CCLS). The standards only apply to ELA & Literacy and mathematics.

These standards define the knowledge and skills students should have within their P-K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

### **The NYS P-12 Common Core Learning Standards for ELA and Literacy Design and Organization**

**There are three main sections in the NYS P-12 CCLS for ELA & Literacy:**

K-5 (cross-disciplinary)

6-12 English Language Arts

6-12 Literacy in History/Social Studies, Science, and Technical Subjects

The NYS P-12 CCLS for ELA & Literacy has three appendices:

A: Research and evidence; glossary of key terms

B: Reading text exemplars; sample performance tasks

C: Annotated student writing samples

### ***The ELA & Literacy Standards:***

- Include 34 college and career (anchor) standards.
- Are vertically designed to lead to college and career readiness.
- K-5 section includes expectations that are generally taught by one teacher.
- 6-12 section includes expectations for English teachers and teachers of history/social studies, science, and technical subjects.

## **The ELA & Literacy Standards include four Strands P-K – Grade 12 organized by topics:**

- Reading - including Reading Foundational Skills (key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and level of text complexity)
- Writing (text type and purpose, production and distribution of writing, research to build and present knowledge, range of writing)
- Speaking and Listening (comprehension and collaboration, presentation of knowledge and ideas)
- Language (conventions of standard English, knowledge of ideas, vocabulary acquisition and use)

### **Shifts in ELA/Literacy**

There are 6 shifts in ELA/Literacy that the Common Core requires to help align curricular materials and classroom instruction.

Shifts in ELA/ Literacy		
Shift 1	PK-5, Balancing Informational & Literary Texts	<i>Students read a balance of informational and literary texts. At least 50% of what students read is informational. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. Explore a video on this shift at: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature/">http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature/</a></i>
Shift 2	6-12, Knowledge in the Disciplines	<i>Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read. Explore a video on this shift at: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-2-6-12-building-knowledge-in-the-disciplines/">http://engageny.org/resource/common-core-in-ela-literacy-shift-2-6-12-building-knowledge-in-the-disciplines/</a></i>
Shift 3	Staircase of Complexity	<i>In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. Explore a video on this shift at: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-3-staircase-of-complexity/">http://engageny.org/resource/common-core-in-ela-literacy-shift-3-staircase-of-complexity/</a></i>
Shift 4	Text-based Answers	<i>Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and students develop habits for making evidentiary arguments both in conversation as well as in writing to assess comprehension of a text. Explore a video on this shift at: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/">http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/</a></i>
Shift 5	Writing from Sources	<i>Writing should emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills in the development of deep written arguments in response to the ideas, events, facts, and arguments in the texts they read. Explore a video on this shift at: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources/">http://engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources/</a></i>
Shift 6	Academic Vocabulary	<i>Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas. Explore a video on this shift at: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary/">http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary/</a></i>

### **Resources**

The NYS P-12 CCLS for English Language Arts and Literacy - [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/p-12\\_common\\_core\\_learning\\_standards\\_ela\\_final.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p-12_common_core_learning_standards_ela_final.pdf)

The Common Core State Standards - <http://www.corestandards.org/>

EngageNY- resources for teachers, administrators, and other stakeholders – [www.engageny.org](http://www.engageny.org)