



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 Learning Standards that were approved by the Board of Regents in January 2011. The revision process, which involved numerous classroom teachers, administrators, curriculum specialists, parents, and professors, resulted in the newly revised New York State Next Generation English Language Arts Learning Standards (adopted in 2017). Note ongoing review.

Across all of the grades, revisions were made to clarify the standards, ensure they are appropriate for students, and make certain there is a clear progression across the grade levels.

Overview: For English Language Arts, the final revised standards include 28 anchor standards, grade-specific standards for Prekindergarten to Grade 8, and grade band standards for high school (9-10 and 11-12). Revisions were also made the Grades 6-12 Literacy Standards.

Listed below is a chart of the main revisions to the standards, with examples. The purpose for the chart is to help summarize the main differences between the 2011 P-12 English Language Arts Standards and the 2017 Next Generation English Language Arts Learning Standards as well as to guide curriculum development at the local school district level.

Grade-level Crosswalks: Grade-level crosswalks are available on the NYSED website for each grade, P-12 and Literacy 6-12, which show the 2011 and 2017 standards side by side (with standard codes). In the 2011 column, a ~~strike-through~~ is used to show words that have been omitted. In the 2017, **bold text** conveys new wording in the revised standards.

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

Learning Standards define what a student should know and be able to do.

Anchor Standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for college and careers. There are 28 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 level or grade band (for grades 9-10 and 11-12).

Lifelong Practices of Readers and Writers exemplify important reading and writing practices that should begin in the early grades and continue through high school and life. These practices should be used in conjunction with the grade-level learning standards and be part of classroom instruction.

Strands define the main organizational categories for English Language Arts (Reading, Writing, Speaking and Listening, and Language).

Range of Student Reading Experiences and Text Complexity sections clarify the reading and text complexity expectations for each grade level. This is located at the beginning of the Reading Standards at each grade level or grade band.

Major Revisions and Examples

Significant revisions to the ELA Standards	Examples
Revised the English Language Arts standards across all of the grades to reduce repetition of standards and ensure clarity, appropriateness, and vertical alignment.	The educator committees made changes to the language of the standards and examples, and in some cases merged, omitted, or wrote a new grade-level standard. Examples exist throughout each grade. Please see the specific grade-level crosswalks for individual edits.
Added Lifelong Practices of Readers and Writers to ensure that students become lifelong learners who can communicate effectively	<p>The Lifelong Practices of Readers in Writers were added to the ELA Standards to parallel other standard areas that include practices (Social Studies, Science, and Mathematics). The Lifelong Practices of Readers and Writers exemplify reading and writing practices/habits that should begin in the early years and be fostered throughout life. The Lifelong Practices of Readers and Writers are included in the introduction to the standards and are meant to be used with the grade level standards.</p> <p>Example:</p> <p>One example of a Reading Practice: “Read for multiple purposes, including for learning and for pleasure.”</p> <p>Another example from the Writing Practices: “Enrich personal language, background knowledge, and vocabulary through writing and communicating with others.”</p>
Merged the Reading for Information and Reading for Literature Standards to reduce repetition and assist with classroom curriculum and instruction	The 2016 educator committee recommended merging the separate grade-level Reading for Information and Reading for Literature Standards to reduce repetitive standards and make it easier for classroom instruction and curriculum development. There is still the expectation that students read or experience a balance of informational and literary texts

	<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>

<p>educators and families.</p>	<p>the expectations have been relocated to a “Range of Student Reading Experiences” and Text Complexity” section for each grade level. This information, which is included at the beginning of each grade, will help to clarify text complexity and reading expectations/experiences at each grade level.</p> <p>The text complexity language has also been revised to ensure that the reading expectations are grade-level and clear for educators and parents.</p> <p>Example:</p> <p>The previous 3rd grade Range of Reading and Level of Text Complexity Standard 10 read: “By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.”</p> <p>The new 3rd grade reading expectation includes expanded narrative text and guidance to help educators and parents understand the expectations for reading. A new Range of Student Reading Experiences for 3rd Grade section, as well as more descriptive information about text complexity expectations is included.</p>
<p>Created a New York State-specific introduction to provide guidance and background on how to use the standards and how they connect with local curriculum and instruction decisions</p>	<p>New York State has a long history of educational expectations and guidance, going back to the 1800s. This new set of <i>English Language Arts Learning Standards</i> has a New York State specific introduction that includes key information necessary for educators and parents to understand the new revised standards.</p> <p>Examples:</p> <ul style="list-style-type: none"> • How to use the new <i>Lifelong Practices for Readers and Writers</i>.

	<ul style="list-style-type: none"> • How the standards are organized and how to use them in the classroom. • How the standards apply to students with disabilities and English Language Learners. • The importance of reading and selecting texts • How to use the standards to inform local school district curriculum and instruction decisions.
<p>Revised the Language Standards (1 and 2) and grouped the standards in grade bands to reflect research around grammar and conventions instruction.</p>	<p>The Language Standards that center on conventions and punctuation are now grouped within grade bands for Grades P-2, 3-5, 6-8, and 9-12. This leaves more room at the local level to develop instructional programs around these important expectations. Since the standards and skills are now grouped within grade-bands, it is expected that the student shows mastery of the standard by the end of the grade band.</p> <p>Example:</p> <p>For Language Standard 1, the Core Conventions Skills for Grades 6→8 are as follows:</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, and possessive). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct pronouns that have unclear or ambiguous antecedents. • Explain the function of phrases and clauses in general, as well as in specific sentences. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. • Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Explain the function of verbals (gerunds, participles, infinitives).

	<ul style="list-style-type: none"> • Form and use verbs in the active and passive voice. • Recognize and correct inappropriate verb shifts. <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>
<p>Created a separate <i>Grades 6-12 Literacy in Social Studies, Science, and Technical Subjects Standards</i> document that connects with the other content areas</p>	<p>The ELA educator committee recommended separating the <i>Grades 6-12 Literacy in Social Studies, Science, and Technical Subjects Standards</i> document from the English Language Arts Standards document to ensure educators will see how those standards connect directly with the applicable standard areas.</p> <p>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-english-language-arts-learning</p>
<p>Created an Early Learning Introduction to ensure clear guidance is provided around how the standards can be implemented in the Prekindergarten-Grade 2 grades</p>	<p>As recommended by the Early Learning Task Force, a separate introduction has been created to clarify the context for the standards in Prekindergarten-Grade 2. The Introduction to the New York State Next Generation Early Learning Standards provides important context and guidance on how to use the standards and how they relate to local school district curriculum and instruction decisions.</p> <p>Example:</p> <p>In the Early Learning Introduction, it states,</p> <p>“Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and</p>

	<p>do as a result of instruction that is <i>not</i> standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child.”</p> <p>http://www.nysed.gov/curriculum-instruction/teachers/new-york-state-next-generation-english-language-arts-learning</p>
--	--

An Anchor Standards Crosswalk is available, beginning on the following page.

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
Reading Anchor Standards (2011)	Reading Anchor Standards (2017)
<p>Key Ideas and Details</p> <p>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>Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p>Key Ideas and Details</p> <p>Standard 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Revised</p> <p>Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Craft and Structure</p> <p>Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Craft and Structure</p> <p>Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Standard 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts. Revised</p>
<p>Integration of Knowledge and Ideas</p> <p>Standard 7: Integrate and evaluate content</p>	<p>Integration of Knowledge and Ideas</p> <p>Standard 7: Integrate and evaluate content</p>

<p>presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>presented in diverse media and formats. Revised</p> <p>Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Standard 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives. Revised: combined previous parts of Reading Standard 9 and Reading Standard 11.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>Standard 10 has been revised and moved to the section before the Reading Standards in each grade, labelled “Range of Student Reading Experiences” and “Text Complexity Expectations.” These new sections, which include narrative text providing additional guidance, outline the types of reading students should experience. Text complexity expectations (at the appropriate grade levels) for each grade level are also described to inform local curriculum and instruction. Revised and expanded.</p>
<p>Responding to Literature</p> <p>Standard 11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p>	<p>Responding to Literature (omitted as a strand)</p> <p>Standard 11 (Responding to Literature) has been revised to form the new Standard 9.</p>
<p>Writing Anchor Standards (2011)</p>	<p>Writing Anchor Standards (2017)</p>
<p>Text Types and Purposes</p>	<p>Text Types and Purposes</p>

<p>Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Standard 4: Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences. Revised-combines elements of previous Standard 11.</p> <p>Standard 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Previously Standard 9</p>
<p>Production and Distribution of Writing</p> <p>Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Production and Distribution of Writing</p> <p>Standards 4, 5, and 6 from the 2011 ELA Standards have been omitted and are reflected in the <i>Lifelong Practices for Readers and Writers</i>. Additionally, each grade level now has a “Production and Range of Writing” section that provides guidance and information about the writing expectations at each grade level.</p>
<p>Research to Build and Present Knowledge</p>	<p>Research to Build and Present Knowledge</p>

<p>Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Standard 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. Revised</p> <p>Standard 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Revised</p>
<p>Range of Writing</p> <p>Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Range of Writing</p> <p>Standard 10 has been omitted and is reflected in the Lifelong Practices of Readers and Writers. Additionally, each grade level now has a “Production and Range of Writing” section that provides guidance and information about the writing expectations at each grade level.</p>
<p>Speaking and Listening Anchor Standards 2011</p>	<p>Speaking and Listening Anchor Standards 2017</p>
<p>Comprehension and Collaboration</p> <p>Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Comprehension and Collaboration</p> <p>Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. Revised.</p> <p>Standard 2 Integrate and evaluate information presented in diverse media and formats (, including visual, quantitative, and oral). Revised</p> <p>Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>

<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>
<p>Conventions of Standard English</p> <p>Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>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.</p> <p>Vocabulary Acquisition and Use</p> <p>Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing</p>	<p>Conventions of Standard English</p> <p>Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Note: Although this Anchor Standard remains mainly the same, with minor changes in wording, the grade-level standards for Standard 1 are now represented in grade bands (P-2, 3-5, 6-8, and 9-12), providing more time for student learning and practice required with these standards.</p> <p>Standard 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. Note: Although this Anchor Standard remains mainly the same, with minor changes in wording, the grade-level standards for Standard 2 are now represented in grade bands (P-2, 3-5, 6-8, and 9-12), providing more time for student learning and practice required with these</p>

<p>meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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 independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>standards.</p> <p>Knowledge of Language</p> <p>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.</p> <p>Vocabulary Acquisition and Use</p> <p>Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Standard 6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. Revised</p>
---	--