

Common Core Standards

crossed with

NYS Standards and Performance Indicators

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Reading

1. Determine both what the text says explicitly and what can be inferred logically from the text.

Interpret multiple levels of meaning and subtleties of informational text
(Grade 10 Literacy: Communication RLV)

Use supporting evidence to express opinions or judgments about information, ideas, opinions, issues, themes, and experiences
(Grade 10 Literacy: Critical Thinking)

Interpret and analyze information from print, digital, and audio sources
(Grade 11 Literacy: Communication RLV)

Analyze and integrate data, facts, and ideas to communicate ideas and information

- **Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large**

(Grade 11 Literacy: Inquiry and Research)

2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.

Use supporting evidence to express opinions or judgments about information, ideas, opinions, issues, themes, and experiences
(Grade 10 Literacy: Critical Thinking)

Formulate and express opinions, judgments, or positions using supporting evidence from a variety of sources
(Grade 11 Literacy: Communication RLV)

Challenge or support a point of view with supportive facts and opinions
(Grade 11 Literacy: Critical Thinking)

Present and logically defend opinions, judgments, or positions, in written, spoken and digital presentations, using supporting evidence from a variety of sources
(Grade 12 Literacy: Critical Thinking)

3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.

Read, view, and interpret print, visual, and digital texts from a variety of genres, cultures and formats

- Recognize a main idea and identify relevant details

(Grade 5 Literacy: Communication RLV)

Present arguments from different perspectives

- Summarize and synthesize information of increasing complexity

(Grade 10 Literacy: Communication WSP)

4. Delineate the main ideas or themes in the text and the details that elaborate and support them.

Analyze and evaluate the validity of information, ideas, opinions and graphics found in oral, print, visual, and digital texts

- Identify main ideas and subordinate details in complex texts

(Grade 8 Literacy: Communication RLV)

5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.

Create responses to and interpretations of literary text

- **Make judgments about setting, characters and events and support them with evidence from the text**

(Grade 4 Literature: Responding to Literature)

6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

Demonstrate understanding of complex literary texts, both fiction and nonfiction

- **Analyze and evaluate fiction, including the development of a central idea or theme, characters and their motivations, the elements of the plot, such as conflict, climax, and, resolution, and the significance of the title**

(Grade 9 Literature: Literary Forms and Artistic Craft)

7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.

Read with fluency

- **Read grade-level words both in and out of context**

(Grade 4 Literacy: Communication RLV)

Analyze and evaluate the validity of information, ideas, opinions and graphics found in oral, print, visual, and digital texts

- **Distinguish between the dictionary meaning and the implied meaning of an author's words.**

(Grade 8 Literacy: Communication RLV)

Read, view, and interpret texts and performances in a wide variety of media (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide range of authors, subjects, and genres

- Analyze and evaluate poetry in order to recognize the use and effect of sensory imagery, figurative language, and verse form

(Grade 10 Literature: Literary Forms and Artistic Craft)

8. Analyze how specific word choices shape the meaning and tone of the text.

Identify how the author's use of artistic craft affects interpretation of text

- Note how author's choice of words contributes to the tone of the text

(Grade 4 Literature: Responding to Literature)

Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts

- Analyze and evaluate nonfiction texts, including
 - writer's purposes, and intended audiences
 - effect created by author's tone and mood

(Grade 9 Literature: Responding to Literature)

9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.

Recognize a range of literary elements and techniques, including, but not limited to allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret a text

- Recognize how the structure of the text achieves the speaker's or writer's purpose

(Grade 9 Literature: Literary Forms and Artistic Craft)

10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.

Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts

- Explain how the author's use of literary devices affects meaning
(Grade 9 Literature: Responding to Literature)

Read, view, and interpret texts and performances in various media from a wide variety of authors, subjects, genres, and historical and cultural perspectives

- Interpret multiple levels of meaning and subtleties in text
- Explain how the author's use of literary devices affects meaning
(Grade 11 Literature: Literary Forms and Artistic Craft)

11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.

Use several sources of information, with appropriate citations, to develop research

- Take notes from print, digital and oral texts
- Use a range of organizational strategies to present information including, but not limited to, graphic organizers, timelines, and technological programs and/or devices
- Use charts, graphs, or diagrams and technology to illustrate informational text
- Interpret and evaluate data, facts, and ideas in informational texts, both print and digital
- Develop a system for retrieving digital information
- Condense, combine, or categorize new information from multiple sources of oral, written or visual sources

(Grade 10 Literacy: Inquiry and Research)

12. Extract key information efficiently in print and online using text features and search techniques.

Use several sources of information, with appropriate citations, to develop research

- Take notes from print, digital and oral texts

- Use both primary and secondary sources of information for research
- Develop a system for retrieving digital information
- Condense, combine, or categorize new information from multiple sources of oral, written or visual sources

(Grade 10 Literacy: Inquiry and Research)

13. Ascertain the origin and credibility of print and online sources.

Interpret and analyze information from multiple and varied text and digital sources

- Distinguish verifiable statements from hypotheses, and assumptions and facts from opinions
- Develop informed opinions and make critical judgments about the accuracy of information

(Grade 9 Literacy: Critical Thinking)

Analyze and evaluate information, ideas, opinions, and issues from multiple and varied oral, digital, and print sources

- Identify and evaluate the reliability and validity of informational sources
- Evaluate the possible bias of the speaker, writer, or presenter to judge the validity of content

(Grade 9 Literacy: Critical Thinking)

14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.

Analyze and evaluate information, ideas, opinions, and issues from multiple and varied oral, digital, and print sources

- Analyze information from different sources, making connections and showing relationships to other texts, ideas, and school and professional subjects
- Identify and evaluate the reliability and validity of informational sources
- Evaluate the possible bias of the speaker, writer, or presenter to judge the validity of content

- **Analyze speaker’s rhetorical appeals to ethical, logical and emotional perspectives**

(Grade 10 Literacy: Critical Thinking)

15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.

Analyze and integrate data, facts, and ideas to communicate ideas and information

- **Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large**

(Grade 11 Literacy: Inquiry and research)

16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.

Analyze and evaluate information, ideas, opinions, and issues from multiple and varied oral, digital, and print sources

- **Evaluate the possible bias of the speaker, writer, or presenter to judge the validity of content**
- **Connect wide variety of media to prior knowledge, personal experience, and contemporary situations**
- **Recognize sections of a text which challenge pre-existing assumptions**

(Grade 10 Literacy: Critical Thinking)

17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems.

Analyze and integrate data, facts, and ideas to communicate ideas and information

- **Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large**

(Grade 11 Literacy: Inquiry and research)

18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Analyze an event or issue for a specific purpose

- Collaboratively or individually analyze events or issues from social studies and science to deepen understanding of points of view, causes, consequences, or applications

(Grade 4 Literacy: Critical Thinking)

Begin to make well-supported formal, thematic, and cultural connections, as well a personal connections, across genres

- Compare and contrast recurring themes in a variety of literary works
- Read a text related to an event or period studied in social studies and discuss how the text illuminates or raises questions about it

(Grade 8 Literature: Responding to Literature)

WRITING

1. Establish and refine a topic or thesis that addresses the specific task and audience.

Analyze and organize data and facts to communicate information

- Narrow or revise a guiding question based on the results of inquiry.

(Grade 8 Literacy: Inquiry and Research)

Select content and choose strategies for written and digital presentations on informational topics, considering audience, purpose, and content

(Grade 8 Literacy: Communication WSP)

2. Gather the information needed to build an argument, provide an explanation, or address a research question.

Use several sources of information, with appropriate citations, to develop research

- Take notes from print, digital and oral texts

- Use both primary and secondary sources of information for research
- Pose questions, develop a thesis, and provide supporting evidence, arguments, and details
- Condense, combine, or categorize new information from multiple sources of oral, written or visual sources

3. Sustain focus on a specific topic or argument.

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- Establish and maintain a clear and appropriate focus with a smooth progression of ideas

(Grade 11 Literacy: Communication WSP)

4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.

Develop a variety of texts, both print and digital

- Develop ideas, using details and examples to illustrate and explain.

(Grade 6 Literacy: Communication WSP)

5. Create a logical progression of ideas or events, and convey the relationships among them.

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- organize ideas in a logical and coherent manner with the use of appropriate transitions

(Grade 8 Literacy: Communication WSP)

6. Choose words and phrases to express ideas precisely and concisely.

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- **use precise diction**

(Grade 10 Literacy: Communication WSP)

7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- **use varied and sophisticated sentence structures including periodic, cumulative and compound/complex sentences**
- **establish and maintain a clear and appropriate focus with a smooth progression of ideas**

(Grade 11 Literacy: Communication WSP)

8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.

Vary strategies, format, and structure according to audience and purpose

- **Adjust tone and voice according to speaker's audience and purpose**

(Grade 9 Literacy: Communication WSP)

9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

(Grade 9 Literacy: Communication WSP)

10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

Use several sources of information, with appropriate citations, to develop research

- Take notes from print, digital and oral texts
- Use both primary and secondary sources of information for research
- Use a range of organizational strategies to present information
- Incorporate quotations and paraphrases appropriately in research
- Interpret and evaluate data, facts, and ideas in informational texts, both print and digital
- Use paraphrase and quotation, and cite appropriately

(Grade 9 Literacy: Inquiry and Research)

11. Assess the quality of one's own writing and, when necessary, strengthen it through revision.

Continue to develop a recursive writing process: brainstorm, revise, improve, and edit their own work, as well as provide constructive feedback to peers

(Grade 9 Literacy: Communication WSP)

12. Use technology as a tool to produce, edit, and distribute writing.

Vary strategies, format, and structure according to audience and purpose

- Demonstrate the ability to use interactive technology such as blogging, wikis and social networks to promote and enhance individual and collaborative communication

(Grade 9 Literacy: Communication WSP)

When **writing to inform or explain**, students must also:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.

Analyze and integrate data, facts, and ideas to communicate ideas and information

- **Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large**

(Grade 11 Literacy: Inquiry and Research)

14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.

Construct and give presentations to a variety of audiences for different purposes on a range of informational topics using appropriate rhetorical techniques and dramatic approaches

- **Summarize and paraphrase complex information**

(Grade 12 Literacy: Communication WSP)

15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

Demonstrate understanding of complex literary texts, both fiction and nonfiction

(Grade 9 Literature: Literary Forms)

Continue to develop a recursive writing process: brainstorm, revise, improve, and edit their own work, as well as provide constructive feedback to peers

- **Present content that is clearly organized and based on knowledge of audience needs and interests.**
- **Use a variety of media—traditional and electronic—to manage, access, analyze, and integrate information**

(Grade 10 Literacy: Communication WSP)

When **writing arguments**, students must also:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.

Present arguments from different perspectives

(Grade 10 Literacy: Communication WSP)

Use several sources of information for oral, written, or visual presentations

- **Take a position or make a claim, providing evidence and explaining how the evidence supports the claim**

(Grade 5 Literacy: Inquiry and Research)

17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.

Use several sources of information for oral, written, or visual presentations

- **Take a position or make a claim, providing evidence and explaining how the evidence supports the claim**

(Grade 5 Literacy: Inquiry and Research)

18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Consider and discuss (in writing, speaking, and presenting) a subject from two or more perspectives

(Grade 7 Literacy: Critical Thinking)

Interpret and analyze information from multiple and varied text and digital sources

- **Distinguish verifiable statements from hypotheses, and assumptions and facts from opinions**
- **Develop informed opinions and make critical judgments about the accuracy of information**

(Grade 9 Literacy: Critical Thinking)

SPEAKING AND LISTENING

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.

Vary strategies, format, and structure according to audience and purpose

(Grade 9 Literacy: Communication WSP)

2. Present information, findings, and supporting evidence clearly and concisely.

Prepare and give presentations on a variety of topics to a variety of audiences

(Grade 9 Literacy: Communication WSP)

3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.

Construct and give presentations to a variety of audiences for different purposes on a range of informational topics using appropriate rhetorical techniques and dramatic approaches

- **Demonstrate creative and innovative thinking through development of written and multi-media presentations and performances**

(Grade 12 Literacy: Communication WSP)

4. Demonstrate command of formal Standard English when appropriate to task and audience.

Vary strategies, format, and structure according to audience and purpose

- **Identify and appropriately employ the differences between Standard American English and informal features of written communication, speech, and electronic communication**

5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.

Analyze and evaluate the validity of information, ideas, opinions and graphics found in oral, print, visual, and digital texts

- **Identify main ideas and subordinate details in complex texts**

(Grade 8 Literacy: Communication RLV)

6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences

- **Analyze and evaluate presentations in light of the speaker’s experiences, qualifications, and possible biases**

(Grade 8 Literacy: Critical Thinking)

7. Ask relevant questions to clarify points and challenge ideas.

Draw conclusions and make inferences on the basis of explicit and implied information.

- **Ask and respond to questions to clarify an interpretation or response.**

(Grade 7 Literacy: Critical Thinking)

8. Respond constructively to advance a discussion and build on the input of others.

Discuss a subject (in writing, speaking, and presenting) from two or more perspectives

- **State hypothesis and predict possible outcomes.**
- **Ask and respond to questions to clarify an opinion or judgment**

(Grade 7 Literacy: Critical Thinking)

Draw conclusions and make inferences on the basis of explicit and implied information.

- **Ask and respond to questions to clarify an interpretation or response.**

(Grade 8 Literacy: Critical Thinking)

To view the Common Core Standards in their entirety, go to:

<http://www.corestandards.org/Files/ELAStandardsSources.pdf>

RLV = Reading Listening Viewing

WSP = Writing Speaking Presenting