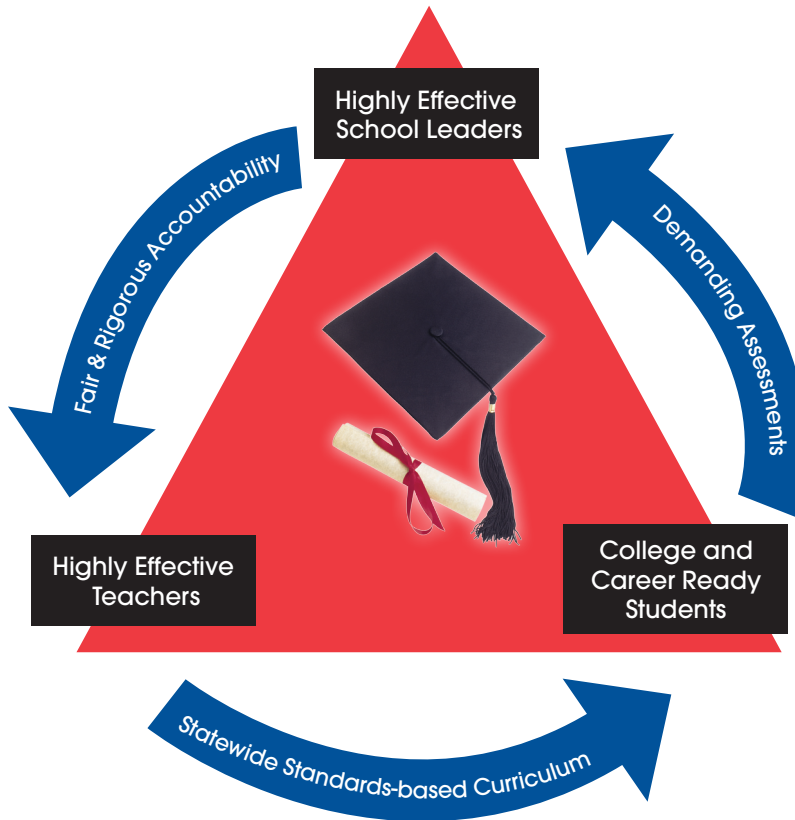


Common Core Learning Standards: Regional Curriculum Reading and Writing Outcomes

NYSED Reform Agenda



The Common Core Learning Standards

The Common Core Learning Standards (CCLS), adopted by New York State in July, 2010, provide a consistent, clear understanding of what students are expected to learn. The standards 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.

Schools throughout the nation are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes:

- Students will read more texts that provide facts and background knowledge in other subject areas, including science and social studies.
- Students will read increasingly challenging texts and be asked more questions that require them to refer back to what they have read to support their responses.
- Students will also experience an increased emphasis on building a strong vocabulary in order to read and understand increasingly challenging material.

This document aims to articulate the major learning outcomes in reading and writing, for all students in Grades K-12, which will prepare them for success in college and chosen careers.

Six Instructional Shifts Required of Common Core

READ AS MUCH
NON FICTION
AS FICTION

LEARN ABOUT
THE WORLD BY
READING

READ MORE
CHALLENGING
MATERIAL
CLOSELY

DISCUSS
READING USING
EVIDENCE

WRITE NON-
FICTION USING
EVIDENCE

INCREASE
ACADEMIC
VOCABULARY

Common Core Learning Standards: Regional Curriculum Reading and Writing Outcomes

Kindergarten

Grade One

Grade Two

Reading Outcomes:		Reading Literature and Informational Text		
<p>K-2 Grade-level Band Minimum Expectations</p> <ul style="list-style-type: none"> • 6 extended texts – common across each grade level (3 literature, 3 informational) • 24 shorter, supplementary texts, designed to support/enrich the extended text and build content knowledge (12 literature, 12 informational) • Regular exposure to short, leveled text, designed to provide students opportunities to apply foundational skills in order to make meaning and to practice phrased, fluent reading • Focused study of an author and/or a genre; Additional genres incorporated into units of study across the year <ul style="list-style-type: none"> ○ Kindergarten: Author Study ○ Grade One: Genre – Prose/Poetry ○ Grade Two: Genre – Fables • Regular practice with independent reading 	Read and comprehend a variety of literary and informational texts, with prompting and support	Read and comprehend a variety of literary and informational texts	Read and comprehend a variety of literary and informational texts	
	Understand key ideas and details in a variety of texts, with prompting and support	Understand key ideas and details in a variety of texts	Understand key ideas and details in a variety of texts	
	Recognize the craft and structure of a text, with prompting and support	Identify and explain the craft and structure of a text	Recognize the craft and structure of a variety of texts	
	Compare and contrast texts, with prompting and support	Compare and contrast texts and ideas	Compare and contrast texts and ideas	
	Engage in reading experiences to build independent reading habits and practices	Engage in independent reading habits and practices	Engage in independent reading habits and practices	
	Foundational Skills (K-2)			
	Use basic print features to make meaning (e.g., <i>parts of a book, concept of a word</i>)	Recognize/use print to make meaning (e.g., <i>first word, capitals, end punctuation</i>)		
	Understand spoken words, syllables, and sounds	Understand spoken words, syllables, and sounds	Know and apply grade-level phonics and word analysis skills	
	Know and apply grade-level phonics and word analysis skills to make meaning	Know and apply grade-level phonics and word analysis skills	Read with accuracy and fluency to support comprehension	
	Read emergent-reader texts with accuracy and fluency to support comprehension	Read grade-level texts with accuracy and fluency to support comprehension	Read grade-level texts with purpose and understanding.	
Writing Outcomes:				
In elementary school, 35% of students' writing should be narrative, 35% to inform/explain, and 30% to express an opinion.				
<p>K-2 Grade-level Band Minimum Expectations</p> <p>In addition to routine writing experiences within the classroom, students will be expected to compose the number and types of writing described below:</p> <p>Narrative, Informational, and Opinion Writing</p> <ul style="list-style-type: none"> • Kindergarten: 3 pieces per writing type: 2 shared; 1 with independence • Grade One: 3 pieces per writing type: 1 shared; 2 with independence • Grade Two: 3 independent pieces per writing type 	Draw, dictate and write to communicate ideas clearly	Write to communicate ideas clearly	Write to communicate ideas clearly	
	Use a writing process to produce narrative, informational, and opinion writing, with guidance and support	Use a writing process effectively to produce narrative, informational, and opinion writing	Use a writing process effectively to produce narrative, informational, and opinion writing	
	Participate in shared research/writing projects	Participate in shared research/writing projects	Participate in shared research/writing projects	
	Demonstrate command of grade-appropriate English grammar/usage when writing	Demonstrate command of grade-appropriate English grammar/usage when writing	Demonstrate command of grade-appropriate English grammar/usage when writing	
	Explore a variety of digital tools to produce and publish writing	Utilize a variety of digital tools to produce and publish writing	Utilize a variety of digital tools to produce and publish writing	

Common Core Learning Standards: Regional Curriculum Reading and Writing Outcomes

Grade Three

Grade Four

Grade Five

Reading Outcomes:		Reading Literature and Informational Text		
<p>3-5 Grade-level Band Minimum Expectations</p> <ul style="list-style-type: none"> • 6 extended texts – common across each grade level (3 literature, 3 informational) • 24 shorter, supplementary texts, designed to support/enrich the extended text and build content knowledge (12 literature, 12 informational) • Regular exposure to short, leveled text, designed to provide students opportunities to apply foundational skills in order to make meaning and to practice phrased, fluent reading • Focused study of an author and/or a genre; Additional genres incorporated into units of study across the year <ul style="list-style-type: none"> ◦ Grade Three: Genre – Folktales ◦ Grade Four: Genre – Greek Myths ◦ Grade Five: Genre—Graphic Novel • Regular practice with independent reading 	Read and comprehend a variety of literary and informational texts	Read and comprehend a variety of literary and informational texts	Read and comprehend a variety of literary and informational texts	Read and comprehend a variety of literary and informational texts
	Identify how details support the main idea, central message, lesson, or moral of a text	Determine and summarize the theme/main idea of a text	Determine and summarize the theme/main idea of a text	Determine and summarize the theme/main idea of a text
	Identify and explain the craft and structure of a variety of texts	Explain major differences between types of texts	Explain major differences between types of texts	Explain major differences between types of texts
	Compare and contrast texts and ideas	Compare and contrast themes/ ideas across texts	Compare and contrast themes/ ideas across texts	Compare and contrast themes/ ideas across texts
	Engage in reading experiences to build independent reading habits and practices	Engage in independent reading habits and practices	Engage in independent reading habits and practices	Engage in independent reading habits and practices
	Foundational Skills (3-5)			
	Know and apply grade-level word solving strategies to make meaning	Apply grade-level word solving strategies to read unfamiliar, multisyllabic words	Apply grade-level word solving strategies to read unfamiliar, multisyllabic words	Apply grade-level word solving strategies to read unfamiliar, multisyllabic words
	Read with sufficient accuracy and fluency to support comprehension	Read with sufficient accuracy and fluency to support comprehension	Read with sufficient accuracy and fluency to support comprehension	Read with sufficient accuracy and fluency to support comprehension
	Read grade-level texts with purpose and understanding	Read grade-level texts with purpose and understanding	Read grade-level texts with purpose and understanding	Read grade-level texts with purpose and understanding
	Writing Outcomes:			
In elementary school, 35% of students' writing should be narrative, 35% to inform/explain, and 30% to express an opinion.				
<p>3-5 Grade-level Band Minimum Expectations</p> <p>In addition to routine writing experiences within the classroom, students will be expected to compose the number and types of writing described below:</p> <p>Narrative, Informational, and Opinion Writing</p> <ul style="list-style-type: none"> • Grade Three: 3 independent pieces per writing type (1 on demand, 2 in published form) • Grade Four: 3 independent pieces per writing type (1 on demand, 2 in published form) • Grade Five: 3 independent pieces per writing type (1 on demand, 2 in published form) 	Apply grade-level word solving strategies to read unfamiliar, multisyllabic words	Write to communicate ideas clearly	Write to communicate ideas clearly	Write to communicate ideas clearly
	Use a writing process to produce narrative, informational, and opinion writing	Use a writing process effectively to produce narrative, informational, and opinion writing	Use a writing process effectively to produce narrative, informational, and opinion writing	Use a writing process effectively to produce narrative, informational, and opinion writing
	Begin to use an organizational structure when writing, including an introduction, elaboration/details, and a conclusion	Use an organizational structure when writing, including an introduction, elaboration/details, and a conclusion	Use an organizational structure when writing, including an introduction, elaboration/details, and a conclusion	Use an organizational structure when writing, including an introduction, elaboration/details, and a conclusion
	Participate in shared research/writing projects	Demonstrate an understanding of how to conduct research and/or gather information on a topic	Demonstrate an understanding of how to conduct research and/or gather information on a topic	Demonstrate an understanding of how to conduct research and/or gather information on a topic
	Demonstrate command of grade-appropriate English grammar/usage when writing	Demonstrate command of grade-appropriate English grammar/usage when writing	Demonstrate command of grade-appropriate English grammar/usage when writing	Demonstrate command of grade-appropriate English grammar/usage when writing
	Explore a variety of digital tools to produce and publish writing	Utilize technology, including keyboarding skills, to produce and publish writing	Utilize technology, including keyboarding skills, to produce and publish writing	Utilize technology, including keyboarding skills, to produce and publish writing

Common Core Learning Standards: Regional Curriculum Reading and Writing Outcomes

Grade Six

Grade Seven

Grade Eight

Reading Outcomes:

6-8 Grade-level Band Minimum Expectations

- 6 extended texts – common across each grade level (3 literature, 3 literary nonfiction/informational)
- 24 shorter, supplementary texts, designed to support/enrich the extended text and build content knowledge (12 literature, 12 literary nonfiction/informational)
- Exposure to short, leveled text, designed to provide opportunities for differentiation
- Focused study of an author and/or a genre; Additional genres incorporated into units of study across the year
 - **Grade Six:** Genre – Memoir
 - **Grade Seven:** Genre – Historical Fiction
 - **Grade Eight:** Genre – Graphic Novel
- Regular practice with independent reading

Read, comprehend, and analyze a variety of grade-level literary, literary nonfiction, and informational texts

Determine the theme or central idea of a text, and provide a summary distinct from personal opinion or judgment

Analyze how an author structured a text to contribute to the development of the themes or ideas

Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts

Evaluate arguments and claims in text and distinguish claims that are supported by reasons and evidence from claims that are not

Compare and contrast texts in a variety of forms and genres in terms of their approaches to themes/topics

Determine the correct meaning of a word based on the context in which it is used

Reading Literature and Informational Text

Read, comprehend, and analyze a variety of grade-level literary, literary nonfiction, and informational texts

Analyze the development of the theme or central idea of a text, and provide an objective summary

Analyze how an author structured a text to contribute to the development of ideas

Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts

Evaluate arguments and claims in text; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

Analyze how authors writing about the same topic shape their presentations of key information

Determine the meaning of words and phrases as they are used in a text, utilizing grade-appropriate Greek or Latin affixes or roots as clues

Read, comprehend, and analyze a variety of grade-level literary, literary nonfiction, and informational texts

Analyze the development of the theme or central idea of a text, including its relationship to the characters, and provide an objective summary

Analyze how an author structured a text, and supported their ideas through word choice, to contribute to the development of ideas and/or key concepts

Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts

Evaluate arguments and claims in text; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

Analyze where materials on the same topic disagree on matters of fact, interpretation, or point of view

Determine the meaning of word, phrases, allusions, or analogies as they are used in a text

Writing Outcomes:

In middle school, 30% of students' writing should be narrative, 35% to inform/explain, and 35% to construct an argument.

6-8 Grade-level Band Minimum Expectations

In addition to routine writing experiences within the classroom, students will be expected to compose the number and types of writing described below:

Grade Six:

- Narrative: 2 on demand; 2 in published form
- Informational: 2 on demand; 3 in published form
- Argument: 3 on demand; 2 in published form

Grade Seven:

- Narrative: 2 on demand; 2 in published form
- Informational: 3 on demand; 2 in published form
- Argument: 2 on demand; 3 in published form

Grade Eight:

- Narrative: 2 on demand; 2 in published form
- Informational: 2 on demand; 3 in published form
- Argument: 3 on demand; 2 in published form

Write arguments that provide clear reasons and relevant evidence, utilizing credible sources

Write brief reports that examine a topic, maintain a clear focus, and include relevant facts, details, and quotations

Conduct short research projects to answer a question that require the use of several sources for support

Utilize technology, including the Internet, to produce/publish writing and responsibly interact with others, demonstrating sufficient command of keyboarding skills

Write arguments that provide clear reasons and relevant evidence, utilizing accurate, credible sources for support

Write brief reports that examine a topic, maintain a clear focus, and include relevant facts, details, quotations, and examples

Conduct short research projects in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection

Utilize technology, including the Internet, to produce/publish writing, link to and cite sources, and responsibly interact with others

Write arguments that provide clear reasons and relevant evidence, utilizing accurate, credible sources for support and to acknowledge alternate/opposing claims

Write brief reports that examine a topic, maintain a clear focus, and include relevant, well-chosen facts, definitions, details, quotations, and examples

Conduct short research projects to answer a question that requires the use of several credible sources for support, and generate additional related, focused questions for exploration

Utilize technology, including the Internet, to produce/publish writing, present the relationships between information and ideas efficiently, and responsibly interact with others

Common Core Learning Standards: Regional Curriculum Reading and Writing Outcomes

Grades Nine and Ten

Grades Eleven and Twelve

Reading Outcomes:

Reading Literature and Informational Text

9-12 Grade-level Band Minimum Expectations

- 6 extended texts – common across each grade level (3 literature, 3 literary nonfiction/informational)
- 24 shorter, supplementary texts, designed to support/enrich the extended text and build content knowledge (12 literature, 12 literary nonfiction/informational)
- Exposure to short, leveled text, designed to provide opportunities for differentiation
- Focused study of an author and/or a genre; Additional genres incorporated into units of study across the year
 - **Grade Nine:** Seminal US Documents/Speeches
 - **Grade Ten:** Seminal US Documents/Speeches
 - **Grade Eleven:** Shakespeare/Drama
 - **Grade Twelve:** Shakespeare/Drama
- Regular practice with independent reading

Read, comprehend, and analyze a variety of grade-level literary, literary nonfiction, and informational texts

Understand and make full use of written materials, utilizing a wide range of evidence to support an analysis

Analyze the meaning of foundational U.S. documents

Analyze how an author unfolds an analysis or series of ideas or events

Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts

Determine the meaning of words and phrases, choosing flexibly from multiple strategies, such as context, Greek and Latin roots, patterns of words, and consultation of specialized reference materials

Analyze and evaluate arguments and claims in text; assess whether the reasoning is valid and the evidence is relevant and sufficient to support the claims

Interpret figures of speech (e.g. *euphemism*, *oxymoron*) in context and analyze their role in written materials

Read, comprehend, and analyze a variety of grade-level literary, literary nonfiction, and informational texts

Understand and make full use of written materials, utilizing a wide range of evidence to support an analysis

Analyze the meaning of foundational U.S. documents

Make connections about how complex ideas interact and develop within a book, essay, or article

Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts

Determine or clarify the meaning of words and phrases, choosing flexibly from multiple strategies, such as context, Greek and Latin roots, patterns of words, and consultation of specialized reference materials

Analyze and evaluate arguments and claims in text; assess whether the reasoning is valid and the evidence is sufficient; and, as appropriate, detecting inconsistencies and ambiguities

Interpret figures of speech (e.g. *hyperbole*, *paradox*) in context and analyze their role in written materials

Writing Outcomes:

In high school, 20% of students' writing should be narrative, 40% to inform/explain, and 40% to construct an argument.

9-12 Grade-level Band Minimum Expectations

In addition to routine writing experiences within the classroom, students will be expected to compose the number and types of writing described below:

Grade Nine:

- Narrative: 1 on demand; 2 in published form
- Informational: 3 on demand; 3 in published form
- Argument: 3 on demand; 3 in published form

Grade Ten:

- Narrative: 2 on demand; 1 in published form
- Informational: 3 on demand; 3 in published form
- Argument: 3 on demand; 3 in published form

Grade Eleven:

- Narrative: 1 on demand; 2 in published form
- Informational: 3 on demand; 3 in published form
- Argument: 3 on demand; 3 in published form

Grade Twelve:

- Narrative: 2 on demand; 1 in published form
- Informational: 3 on demand; 3 in published form
- Argument: 3 on demand; 3 in published form

Write a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant and accurate examples, facts, and details

Construct/write arguments that are logical, well-reasoned, and supported by evidence

Respond thoughtfully to diverse perspectives; summarizing points of agreement and disagreement; and making new connections in light of evidence and reasoning presented

Conduct several research projects that address different topics or different aspects of the same topic, using more complex books, articles, and other sources

Share research, findings, and evidence clearly and concisely

Make strategic use of digital media (e.g., *animations*, *video*, *websites*, *podcasts*) to enhance understanding of findings and to add interest

Write a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant and accurate examples, facts, and details

Construct/write arguments that are logical, well-reasoned, and supported by evidence

Respond thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible

Conduct several research projects that address different topics or different aspects of the same topic, using more complex books, articles, and other sources

Share research, findings, and evidence clearly and concisely

Make strategic use of digital media (e.g., *animations*, *video*, *websites*, *podcasts*) to enhance understanding of findings and to add interest