

New York State Common Core Learning Standards for English Language Arts & Literacy

The following Standards are addressed during CAT workshops for Early Learning and Elementary classrooms:

Pre-Kindergarten & Kindergarten – *Storytelling/Mentoring Residencies:*

Reading for Literature & Information:

- ask and answer about detail(s) in a text
- retell familiar stories, including key details
- identify characters, settings, and major events in a story
- exhibit curiosity and interest in learning new vocabulary
- ask and answer questions about unknown words in a text
- interact with a variety of common types of texts
- actively engage in group reading activities with purpose and understanding
- compare and contrast the adventures and experiences of characters in familiar stories
- make connections between self, text, and the world around them
- identify basic similarities and differences between two texts on the same topic

Reading: Foundational Skills:

- Demonstrate understanding of the organization and basic features of print
- Demonstrate an emerging understanding of spoken words, syllables and sounds
- Displays emergent reading behaviors with purpose and understanding

Writing:

- use a combination of drawing, dictating, and writing to:
 - compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book
 - compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
 - narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

- respond to questions and suggestions and add details to strengthen illustration or writing, as needed
- recall information from experiences or gather information from provided sources to answer a question
- Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class

Speaking & Listening:

- confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- ask and answer questions in order to seek help, get information, or clarify something that is not understood
- describe familiar people, places, things, and events and provide additional detail
- demonstrate an emergent ability to express thoughts, feelings and ideas
- continue a conversation through multiple exchanges
- seek to understand and communicate with individuals from different cultural backgrounds
- speak audibly and express thoughts, feelings, and ideas clearly

Language:

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- determine or clarify the meaning of unknown and multiple-meaning words and phrases
- identify new meanings for familiar words and apply them accurately
- sort common objects into categories for understanding of the concepts the categories represent
- identify real-life connections between words and their use
- use words and phrases acquired through conversations, reading and being read to, and responding to texts

Grades 1 & 2 – *Storytelling/Mentoring Residencies:*

Reading for Literature & Information:

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- retell stories, including key details, and demonstrate understanding of their central message or lesson
- describe characters, settings, and major events in a story, using key details
- describe how characters in a story respond to major events and challenges
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- compare and contrast the adventures and experiences of characters in stories

- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- make connections between self, text, and the world around them
- describe the connection between two individuals, events, ideas, or pieces of information in a text
- Determine the meaning of words and phrases in a text relevant to a *grade level topic or subject area*
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- identify basic similarities in and differences between two texts on the same topic

Reading: Foundational Skills:

- demonstrate understanding of the organization and basic features of print
- demonstrate understanding of spoken words, syllables, and sounds
- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

Writing:

- write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
- write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Speaking & Listening:

- participate in collaborative conversations with diverse partners about *grade level topics and texts* with peers and adults in small and larger groups
- ask and answer questions about key details in a text read aloud or information presented orally
- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

Language:

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- determine or clarify the meaning of unknown and multiple-meaning words and phrases
- demonstrate understanding of word relationships and nuances in word meanings
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, adjectives and adverbs

Grades 3 – 5 – Literacy, Shakespeare & Anti-Bullying Residencies:

Reading for Literature:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
- Determine the meaning of words and phrases as they are used in a text, including figurative language and those that allude to significant characters found in mythology
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text
- Distinguish their own point of view from that of the narrator or those of the characters
- Describe how a narrator's or speaker's point of view influences how events are described
- Recognize and describe how an author's background and culture affect his or her perspective

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
- Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations

Reading: Foundational Skills:

- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Read grade-level text with purpose and understanding
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- Provide reasons that are supported by facts and details
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- Produce text (print or nonprint) that explores a variety of cultures and perspectives
- Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class
- Recognize and illustrate social, historical, and cultural features in the presentation of literary texts

Speaking & Listening:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade level topics and texts*, building on others' ideas and expressing their own clearly
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- Follow agreed-upon rules for discussions and carry out assigned roles
- Explain their own ideas and understanding in light of the discussion
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- Seek to understand and communicate with individuals from different perspectives and cultural backgrounds
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- Identify the reasons and evidence a speaker provides to support particular points
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade level reading and content*, choosing flexibly from a range of strategies

