

ELA

The following are taken from the [English Language Arts Core Curriculum \(Prekindergarten-Grade 12\) \(2005 version\)](#)

How to read the numbers: For example, Gr11S

Gr = Grade level

11 = the grade level number

S = Speaking--the key idea in the Learning Standard (reading, writing, listening, and speaking)

Standard 1 – Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Key Idea 1 - Reading

- Elementary: Read unfamiliar informational texts to collect data, facts, and ideas **G3R**
- Intermediate: Condense, combine, or categorize new information from one or more sources **G7R**
- Commencement: Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large **G12R**

Key Idea 2 - Writing

- Elementary: Connect personal experiences to new information from school subject areas **Gr3W**
- Intermediate: Use several sources of information, in addition to an encyclopedia, to develop research reports **Gr7W**
- Commencement: Analyze data, facts, and ideas to communicate information **Gr10W**

Key Idea 3 - Listening

- Elementary: Identify a main idea, essential details, and supporting details **Gr4L**
- Intermediate: Draw conclusions and make inferences on the basis of explicit information **Gr7L**
- Commencement: Interpret and analyze information from media presentations, such as documentary films, news broadcasts, taped interviews, and debates **Gr12L**

Key Idea 4 - Speaking

- Elementary: Share observations from the classroom, home, or community **Gr1S**
- Intermediate: Present information to address audience needs **Gr7S**
- Commencement: Ask and respond to probing and challenging questions to acquire information **Gr11S**

Standard 2 – Language for Literary Response and Expression

Students will read and listen to oral, written and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Key Idea 1 - Reading

- Elementary: Identify cultural influences in texts and performances **Gr4R**
- Intermediate: Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of the text **Gr7R**
- Commencement: Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives **Gr10R**

Key Idea 2 - Writing

- Elementary: Use resources such as personal experiences and elements from other texts and performances to stimulate own writing **Gr3W**
- Intermediate: Respond to literature, connecting the response to personal experience **Gr6W**
- Commencement: Write original literary texts to create social, historical, and/or cultural context **Gr11W**

Key Idea 3 – Listening

- Elementary: Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation **Gr3L**
- Intermediate: Identify cultural and historical influences in texts and performances **Gr6L**
- Commencement: Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary texts **Gr10L**

Key Idea 4 - Speaking

- Elementary: Respond to stories, legends, and songs from different cultural and ethnic groups **Gr1S**
- Intermediate: Explain social, historical, and cultural features of literary text **Gr7S**
- Commencement: Express opinions and support them through references to the text **Gr9S**

Standard 3 – Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Key Idea 1 - Reading

- Elementary: Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text **Gr5R**
- Intermediate: Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, identify cultural and ethnic values and their impact on content **Gr8R**
- Commencement: Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical **Gr10R**

Key Idea 2 - Writing

- Elementary: Use details from stories or informational texts to predict or explain relationships between information and events **Gr3W**
- Intermediate: Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) **Gr7W**
- Commencement: Develop critiques from more than one perspective, such as historical, cultural, social, and psychological **Gr12W**

Key Idea 3—Listening

- Elementary: Distinguish between fact and opinion **Gr3L**
- Intermediate: Suspend judgment until all information has been presented **Gr8L**
- Commencement: Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content **Gr10L**

Key Idea 4—Speaking

- Elementary: Analyze and evaluate new ideas by using personal experiences and knowledge **Gr3S**

- Intermediate: Present a subject from one or more perspectives **Gr7S**
- Commencement: Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles **Gr9S**

Standard 4 – Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Key Idea 1 - Reading

- Elementary: Respect the age, gender, social position, and cultural traditions of the writer **Gr1R**
- Intermediate: Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication **Gr6R**
- Commencement: Respect the age, gender, social position, and cultural traditions of the writer **Gr10R**

Key Idea 2 - Writing

- Elementary: Develop a personal voice that enables the reader to get to know the writer **Gr4W**
- Intermediate: Respect the age, gender, social position, and cultural traditions of the recipient **Gr6W**
- Commencement: Respect the age, gender, and cultural traditions of the recipient **Gr10W**

Key Idea 3 – Listening

- Elementary: Respect the age, gender, social position, and culture of the speaker **Gr2L**

- Intermediate: Listen for more than one level of meaning, articulated and unspoken **Gr8L**
- Commencement: Withhold judgment **Gr11L**

Key Idea 4 - Speaking

- Elementary: Respect the age, gender, social position, and cultural traditions of the listener when speaking **Gr2S**
- Intermediate: Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener **Gr7S**
- Commencement: Respect the age, gender, social position, and cultural traditions of the listener **Gr11S**

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