

Achieve Match Rating					
0=No Changes 1=Very close match or the revision strengthens the standard or makes it clearer. 2=Partial match: there is a noticeable change, and the change may have made its interpretation more difficult for the user (e.g., an important example has been cut). 3=Partial match: the revision weakens the standard, important content may have been lost, or expectations may have been lowered. 4= No match: CCSS has a standard, but NY has eliminated it, and the elimination of the standard is a weakness. 5=No match: NY eliminated a CCSS standard, but the elimination does not weaken the suite of standards. 6=No match: NY has added a standard that does not have a match in the CCSS and the addition is a positive (e.g., cursive writing, foundational writing). 7=No Match: NY has expectation, and Achieve cautions against it (because it is confusing, unnecessary, unmeasurable, or otherwise problematic). 8=No Match: NY has expectation which does not appear in CCSS; Achieve sees this as neither a strength nor a weakness.					
English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Key Ideas and Details		Key Ideas and Details			
R.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.	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.	0	
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Standard 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	0	

R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Standard 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2	Change from "or" to "and" requires that students are analyzing all of these elements over the course of a text, and assumes that in all texts all of these elements change.
Craft and Structure		Craft and Structure			
R.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.	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.	0	
R.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.	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.	0	
R.6	Assess how point of view or purpose shapes the content and style of a text.	Standard 6	Assess how point of view or purpose shapes the content and style of a text.	0	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Standard 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	0	

R.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.	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.	0	
R.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.	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.	0	
Range of Reading and Text Complexity		Range of Reading and Text Complexity			
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	Standard 10	Removed. Note: The ELA Committee decided that this standard would be more appropriate as guidance for instruction instead of a student achievement expectation. The committee would like to see text complexity guidance included in an introduction.	4	Text complexity is a critical way to determine if students are on track for college and career. Eliminating this standard may have negative long term implications for grades K-12.

		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.	6	This new standard explicitly calls out literature, but neglects to address informational text, possibly placing an additional importance on literature. What is "literary language?" Is it rhetorical devices and literary elements? If so, will a glossary accompany the standards? The second part of the standard "to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures" is confusing--it is unclear what students are expected to do here. The inclusion of American and world cultures is a good one. Depending on what the standard aims to achieve, this could be a good addition; however, in its current form, it is confusing.
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English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Text Types and Purposes		Text Types and Purposes		0	NY has reordered the anchor standards, placing the production and distribution before text types and purposes. This may emphasize process over content and product. Additionally, two of the categories have been merged "production and distribution of writing" with "range of writing."
W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Standard 8	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	0	Organization has changed--moved to standard 8.
W.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.	Standard 9	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	0	Organization has changed--moved to standard 9.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Standard 10	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	0	Organization has changed--moved to standard 10.

Production and Distribution of Writing		Production, Range, and Distribution of Writing			
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Standard 1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1	The subcategory has merged two previously distinct categories: "production and distribution of writing" with "range of writing." This category also now includes Anchor Standard 3: Write routinely over extended time frames.
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Standard 2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	0	Organization has changed--moved to standard 1.
W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Standard 4	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	0	Organization has changed--moved to standard 2.
Research to Build and Present Knowledge		Research to Build and Present Knowledge		0	Organization has changed--moved to standard 4.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Standard 5	Conduct research based on focused questions, demonstrating understanding of the subject under investigation.	0	No changes
				3	The explicit differentiation of short and more sustained research projects was removed. This may result in educators not viewing research as an ongoing part of the ELA classroom, and return to a singular, large research project one time during the school year.

W.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.	Standard 6	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	0	Organization has changed--moved to standard 6.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Standard 7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	0	Organization has changed--moved to standard 7.
Range of Writing		Category Omitted		0	Category omitted
W.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.	Standard 3	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.	0	Organization changed--moved to standard 3.

		Standard 11	Responding to Literature: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.	8	<p>As written, this standard places an emphasis on responding to literature, neglecting to identify informational text. The standard references responding to text (which is a positive) through written, digital, and oral presentations--It is unclear why oral presentations are included in the writing standards. Additionally, the end phrase "employing a variety of media and genres" is confusing--what exactly are students doing? This is not clear to the reader. Finally, this is the only standard that references "they" as a part of the standard, creating unclear pronoun-antecedent agreement: the reader does not know who "they" is. It is recommended that the language that references people directly be removed. It is unclear how important this standard is--to be college- and career-ready (CCR), students will need to make fewer personal connections to text, but will need stronger skills in deconstructing text and argumentation.</p>
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Code	Standard	Code	Standard		
Comprehension and Collaboration		Comprehension and Collaboration		3	
SL.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.	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.	0	
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Standard 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	0	
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Standard 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	0	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		0	
SL.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.	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.	0	
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Standard 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	0	

SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Standard 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating 3 command of formal English when indicated or appropriate.	0	
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English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
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Conventions of Standard English		Conventions of Standard English		0	
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Standard 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	0	
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Standard 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	0	
Knowledge of Language		Conventions of Standard English		0	Standard 3 moved to Conventions and out of Knowledge of Language
L.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.	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.	0	
Vocabulary Acquisition and Use		Knowledge of Language		0	Standards for Vocabulary Acquisition and Use in CCSS recategorized under Knowledge of Language, possibly reducing the emphasis on vocabulary as its own category.

L.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.	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.	0	
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Standard 5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	0	
L.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.	Standard 6	Acquire and accurately use 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 and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.		