The English Language Arts Curriculum Based on NYS Standards

Our English Language Curriculum introduces students to fundamental concepts that are dictated by the NYS Standards. These concepts are further developed in each grade. Through the curriculum students learn to integrate the processes of reading, writing, and listening/speaking/viewing in a variety of content areas. Students who are College and Career Ready in reading, writing, speaking, listening and language should:

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures.

"The Standards set requirements not only for English language Arts (ELA) but also for literacy in history/social studies, science, and technical subjects."

Click on the standards link, to see the cumulative progression by grade, in a single standard at a glance.

New York State English Language Arts Design

Anchor Standards	Grade Level Standards
What students should understand and be able to do upon graduation from high school. These are the broad standards.	Specific to each grade level. Defines the skills and understandings that all students must demonstrate
Not standards that teachers should be teaching in their classrooms.	These are the standards that teachers should be teaching in their classrooms.

The NYS Common Core Learning Standards (CCLS) require increased rigor and incremental advances in text complexity. Text complexity is measured by three elements:

Qualitative Dimensions of Text Complexity	Quantitative Dimensions of Text Complexity	Reader and Task Considerations
Aspects of text complexity that are only measurable by an attentive reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands	Aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult, if not impossible, for a reader to evaluate efficiently, especially in long texts, and are today typically measured by computer software; This dimension is represented by Lexile scores.	Refers to variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) which must also be considered when determining whether a text is appropriate for a given student; such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

"The Common Core Standards devote as much attention to the text complexity of ==what students are reading== as it does to ==how students read==." Students in the lowest grade in each must strive to read texts within the text complexity band. In the subsequent grade or grades within a band, students must attempt to read some texts from the next higher text complexity band.

Grade Band	Current Lexile Band	"Stretch" Lexile Band
K–1	N/A	N/A
2–3	450L–730L	420L–820L
4–5	640L–850L	740L–1010L