

**New York City Performance Standards  
Language Arts  
Elementary School**

<b>NYC Standards</b>		<b>My Reading Coach Gold</b>		
<b>Topic</b>	<b>Description</b>	<b>Lessons</b>	<b>Supplemental Material</b>	<b>Activities</b>
<b>E2: Reading</b>				
a	The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.	✓	Oral Reading: Expert Sheets 4 - 60	✓
b	The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: <ul style="list-style-type: none"> <li>• makes and supports warranted and responsible assertions about the texts;</li> <li>• supports assertions with elaborated and convincing evidence;</li> <li>• draws the texts together to compare and contrast themes, characters, and ideas;</li> <li>• makes perceptive and well developed connections;</li> <li>• evaluates writing strategies and elements of the author’s craft.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	<p>The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:</p> <ul style="list-style-type: none"> <li>• restates or summarizes information;</li> <li>• relates new information to prior knowledge and experience;</li> <li>• extends ideas;</li> <li>• makes connections to related topics or information.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓
d	<p>The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:</p> <ul style="list-style-type: none"> <li>• self correcting when subsequent reading indicates an earlier miscue;</li> <li>• using a range of cueing systems, e.g., phonics and context clues, to determine pronunciation and meanings;</li> <li>• reading with a rhythm, flow, and meter that sounds like everyday speech.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓

Topic	Description	Lessons	Supplemental Material	Activities
<b>E1: Writing</b>				
a	<p>The student produces a report that:</p> <ul style="list-style-type: none"> <li>• engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</li> <li>• develops a controlling idea that conveys a perspective on the subject;</li> <li>• creates an organizing structure appropriate to a specific purpose, audience, and context;</li> <li>• includes appropriate facts and details;</li> <li>• excludes extraneous and inappropriate information;</li> <li>• uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;</li> <li>• provides a sense of closure to the writing.</li> </ul>	✓	Grammar sheets	N/A
b	<p>The student produces a response to literature that:</p> <ul style="list-style-type: none"> <li>• engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</li> <li>• advances a judgment that is interpretive, analytic, evaluative, or reflective;</li> <li>• supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;</li> <li>• demonstrates an understanding of the literary work;</li> <li>• provides a sense of closure to the writing.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓

Topic	Description	Lessons	Supplemental Material	Activities
c	<p>The student produces a narrative account (fictional or autobiographical) that:</p> <ul style="list-style-type: none"> <li>• engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;</li> <li>• establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);</li> <li>• creates an organizing structure;</li> <li>• includes sensory details and concrete language to develop plot and character;</li> <li>• excludes extraneous details and inconsistencies;</li> <li>• develops complex characters;</li> <li>• uses a range of appropriate strategies, such as dialogue and tension or suspense;</li> <li>• provides a sense of closure to the writing.</li> </ul>	✓	Grammar sheets	N/A
d	<p>The student produces a narrative procedure that:</p> <ul style="list-style-type: none"> <li>• engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</li> <li>• provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;</li> <li>• makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;</li> <li>• includes relevant information;</li> <li>• excludes extraneous information;</li> <li>• anticipates problems, mistakes, and misunderstandings that might arise for the reader;</li> <li>• provides a sense of closure to the writing.</li> </ul>	✓	Grammar sheets	N/A

Topic	Description	Lessons	Supplemental Material	Activities
<b>E3: Speaking, Listening, and Viewing</b>				
a	<p>The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <ul style="list-style-type: none"> <li>• initiates new topics in addition to responding to adult-initiated topics;</li> <li>• asks relevant questions;</li> <li>• responds to questions with appropriate elaboration;</li> <li>• uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;</li> <li>• confirms understanding by paraphrasing the adult’s directions or suggestions.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓
b	<p>The student participates in group meetings, in which the student:</p> <ul style="list-style-type: none"> <li>• displays appropriate turn-taking behaviors;</li> <li>• actively solicits another person’s comment or opinion;</li> <li>• offers own opinion forcefully without dominating;</li> <li>• responds appropriately to comments and questions;</li> <li>• volunteers contributions and responds when directly solicited by teacher or discussion leader;</li> <li>• gives reasons in support of opinions expressed;</li> <li>• clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓

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c	<p>The student prepares and delivers an individual presentation, in which the student:</p> <ul style="list-style-type: none"> <li>• shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</li> <li>• shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</li> <li>• uses notes or other memory aids to structure the presentation;</li> <li>• engages the audience with appropriate verbal cues and eye contact;</li> <li>• projects a sense of individuality and personality in selecting and organizing content, and in delivery.</li> </ul>	N/A	N/A	N/A
d	<p>The student makes informed judgments about television, radio, and film productions; that is, the student:</p> <ul style="list-style-type: none"> <li>• demonstrates an awareness of the presence of the media in the daily lives of most people;</li> <li>• evaluates the role of the media in focusing attention and in forming an opinion;</li> <li>• judges the extent to which the media provide a source of entertainment as well as a source of information;</li> <li>• defines the role of advertising as part of media presentation.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓

Topic	Description	Lessons	Supplemental Material	Activities
<b>E4: Conventions, Grammar, and Usage of the English Language</b>				
a	<p>The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> <ul style="list-style-type: none"> <li>• grammar;</li> <li>• paragraph structure;</li> <li>• punctuation;</li> <li>• sentence construction;</li> <li>• spelling;</li> <li>• usage.</li> </ul>	✓	Grammar Sheets	✓
b	<p>The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:</p> <ul style="list-style-type: none"> <li>• adding or deleting details;</li> <li>• adding or deleting explanations;</li> <li>• clarifying difficult passages;</li> <li>• rearranging words, sentences, and paragraphs to improve or clarify meaning;</li> <li>• sharpening the focus;</li> <li>• reconsidering the organizational structure.</li> </ul>	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
<b>E5: Literature</b>				
a	<p>The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <ul style="list-style-type: none"> <li>• identifies recurring themes across works;</li> <li>• analyzes the impact of authors' decisions regarding word choice and content;</li> <li>• considers the differences among genres;</li> <li>• evaluates literary merit;</li> <li>• considers the function of point of view or persona;</li> <li>• examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;</li> <li>• identifies stereotypical characters as opposed to fully developed characters;</li> <li>• critiques the degree to which a plot is contrived or realistic;</li> <li>• makes inferences and draws conclusions about contexts, events, characters, and settings.</li> </ul>	✓	Oral Reading: Expert Sheets 4 - 60	✓
b	The student produces work in at least one literary genre that follows the conventions of the genre.	N/A	N/A	N/A