



# Integrated State Standards for New York

## Save time with classroom-level New York Learning Standards (NY-ELA) reporting

myLexia®'s powerful academic standards reporting for Core5 and PowerUp is now available at the classroom and student level. The Class Standards report allows monitoring of student accuracy and progress against the most discrete level of the standard.

## Target instruction with student-level NY-ELA Core5 Class Standards Reporting

myLexia®'s student-level reports allow for monitoring progress toward mastering NY-ELA grade-level standards. Educators can easily identify strengths, weaknesses, and gaps in their students' skills to support targeted, standards-based instruction.

Standard	Description	Supporting Units in PowerUp	Accuracy
NY-ELA.3L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (See notes for grade-band conventions.)	0%	0% of 23
NY-ELA.3L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (See notes for grade-band conventions.)	0%	0% of 15
NY-ELA.4A	Use sentence-level context as a clue to the meaning of a word or phrase.	0%	0% of 23
NY-ELA.5L5	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., "before," "after," "next," "during").	0%	0% of 23
NY-ELA.5R1	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (IR.5.RL.1)	63%	17% of 130
NY-ELA.5R2	Determine a theme or central idea and explain how it is supported by key details; summarize pertinent parts of a text. (IR.5.RL.2)	81%	63% of 75
NY-ELA.5R3	In literary texts, describe character traits, motivations, or feelings; drawing on specific details from the text. (IR.5.RL.3)	51%	46% of 90
NY-ELA.5R4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (IR.5.L.4)	60%	145 of 243
NY-ELA.5R5	Know and apply grade-level phonics and word analysis skills in decoding words.	0%	0% of 161
NY-ELA.5R6	Identify and know the meaning of the most common prefixes and suffixes.	0%	0% of 152
NY-ELA.5R7	Decode multi-syllabic words.	0%	0% of 157
NY-ELA.5R8	Identify, know the meanings of, and decode words with suffixes.	0%	0% of 114

Standard	Description	Supporting Units in Core5	Accuracy
NY-ELA.1L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (See notes for grade-band conventions.)	38%	162 of 410
NY-ELA.1L5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	0%	0% of 18
NY-ELA.1L5c	Use words for identification and description, making connections between words and their use (e.g., places at home that are "cozy").	0%	0% of 18
NY-ELA.1R1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	60%	172 of 285
NY-ELA.1R2a	Count, blend and segment single syllable words that include consonant blends.	74%	123 of 167
NY-ELA.1R2c	Manipulate individual sounds (phonemes) in single-syllable spoken words.	62%	88 of 143
NY-ELA.1R3	Know and apply phonics and word analysis skills in decoding words.	100%	173 of 173
NY-ELA.1R3a	Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, ph).	100%	173 of 173
NY-ELA.1R3b	Decode long vowel sounds in regularly spelled one-syllable words (e.g., fruit, -consonants and common vowel teams).	39%	113 of 289
NY-ELA.1R3c	Decode regularly spelled one-syllable words.	0%	0% of 14
NY-ELA.1R3d	Decode two-syllable words following basic patterns by breaking the words into syllables.	0%	0% of 24
NY-ELA.1R3f	Recognize and identify root words and simple suffixes (e.g., run, rans, walk, walked).	0%	0% of 24
NY-ELA.1R3g	Read most common high-frequency words by sight.	50%	178 of 357

**SKILL FOCUS**

A. Read the terms in the box. Then, write each term next to its definition.

compare	contrast	compare-contrast	transition words
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1. \_\_\_\_\_ words that connect ideas in a text

2. \_\_\_\_\_ to tell how things are alike

3. \_\_\_\_\_ to find ways in which things are alike and different

4. \_\_\_\_\_ to tell how things are different

B. Draw a line from each transition word to show if it connects ideas that compare or contrast.

unlike	Compare	also
in the same way		but
though	Contrast	similarly
different		just as
however		similar to
both	Contrast	whenever
on the other hand		like

## NY-ELA-aligned instructional resources make planning efficient and effective

Lexia Lessons® and Lexia Skill Builders® are aligned to classroom and student reports. These online resources display the primary standard in a sortable column to allow educators to find and group materials effectively. PDFs display the full text of the primary-aligned standard and the notations of secondary-aligned standards.

Lexia's patented Assessment Without Testing® (AWT) technology provides teachers and administrators real-time progress-monitoring data aligned to instructional resources without stopping instruction to give a test.