

**Building a Deeper Understanding of the Common Core State Standards**

For  
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects



April 2011

**Required resource for each participant:**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, including Appendices A, B, and C.

**Optional handouts:**

- Sample Performance Tasks for Stories and Poetry
- Sample Performance Tasks for Informational Texts

# Agenda



Building a Deeper Understanding of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- Reading Standards
- Writing Standards
- Speaking and Listening Standards
- Language Standards



The purpose of this professional development is to provide educators and all stakeholders with a process to study the CCSS documents for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

We begin this process by studying the College and Career Readiness Anchor Standards for the literacy strands and the related supporting documents: Appendices A, B, and C.



The **Common Core State Standards Initiative (CCSSI)** is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

[www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)



The Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) Center worked with representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups to develop these common state standards for English Language Arts and Math.

On June 2, 2010, the National Governors Association and the Council of Chief State School Officers released the final Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Common Core State Standards for Mathematics.

# Mission Statement



The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

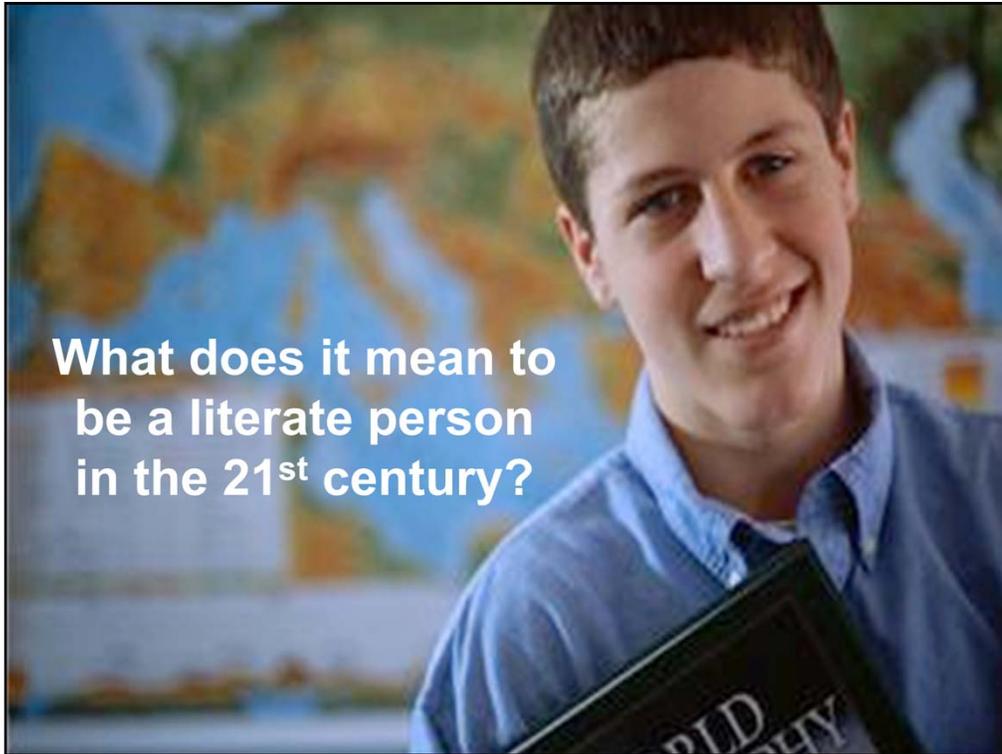


- Common Core State Standards Initiative

The Common Core State Standards were developed to be fewer, clearer, higher, internationally benchmarked, and research- and evidence-based (ACT, Inc., 2010).

The charge issued in this state-led initiative was to create the next generation of K-12 standards to help ensure that all students are college and career ready in literacy and math by the end of high school.

An outgrowth of meeting the charge is to define college and career readiness and provide a vision of what it means to be a literate person in the 21<sup>st</sup> century.



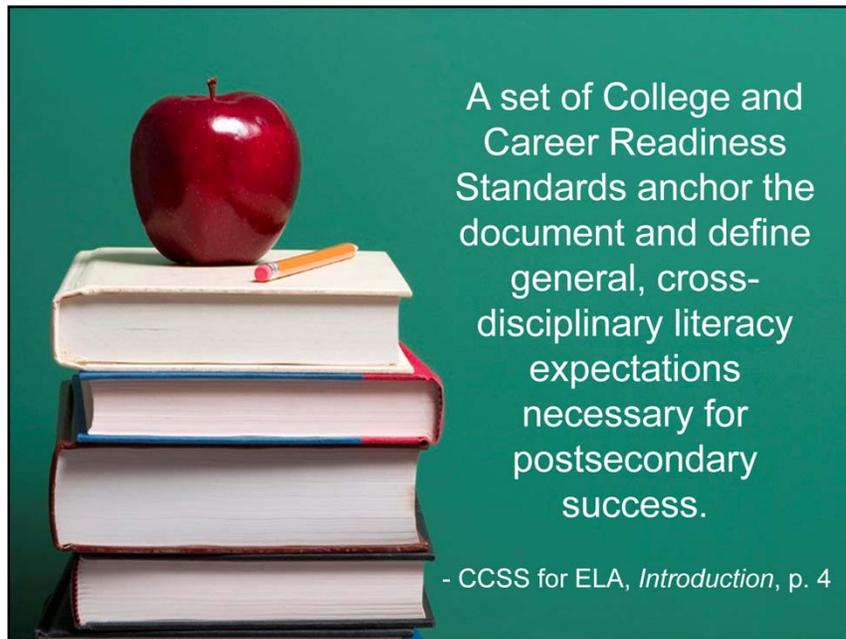
CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects, Introduction, p. 3, last paragraph

The Standards lay out a vision of what it means to be a literate person in the twenty-first century.

Read and discuss the last paragraph. Chart the key ideas.

What are the implications for curriculum and/or instructional practices?





CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects, Introduction, p. 4, first paragraph

The CCR standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects are commonly referred to as anchor standards and provide the organizing structure for the K-12 standards.

### College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
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.
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.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

#### Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Refer to CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects, p. 10 (or p. 35 or 60, as applicable)

Each strand of the English Language Arts Standards is prefaced by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas. Standards for each grade within K-8 and for grades 9-10 and 11-12 follow the CCR anchor standards in each strand. Each grade-specific standard corresponds to the same-numbered CCR anchor standard. Grade-specific standards translate the broader CCR standard statement into grade-appropriate end-of-year expectations (CCSS, *Introduction*, p. 8). Grade by grade, they are meant to build a staircase to achieve college and career readiness.

College and Career Readiness Anchor Standards for Reading, Standards 1 and 10, apply to all texts; however, Standards 2 through 9 are dependent upon the specific type of text and the purpose for reading. ("Co-author David Coleman on the ELA standards of the Common Core State Standards," 2010, YouTube. Retrieved 5 April 2011).

## College and Career Readiness Anchor Standards for Reading



### **Note on Range and Content of Student Reading - K-5**

Students need to be able to ...

- Read widely, deeply, and extensively
- Read a broad range of high-quality increasingly challenging literary and informational text
- Develop rich content knowledge
- Acquire the habits of reading



College and Career Readiness Anchor Standards for Reading/K-5, p. 10

Each page of the College and Career Readiness Anchor Standards for Reading includes a significant narrative note in regards to the range and content of student reading. While the anchor standards remain the same, this note changes to reflect an increase in reading expectations across the K-12 continuum.

In looking at the notes for K-5 (this slide), 6-12 ELA, and 6-12 content areas (next two slides), reflect on the progression. How does the reading expectation change across the grades?

## College and Career Readiness Anchor Standards for Reading



### **Note on Range and Content of Student Reading - 6-12 ELA**

Students need to be able to...

- Grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries
- Gain a reservoir of literacy and cultural knowledge, references, and images
- Gain the ability to evaluate intricate arguments, and the capacity to surmount the challenges posed by complex texts



College and Career Readiness Anchor Standards for Reading/6-12, p. 35

## College and Career Readiness Anchor Standards for Reading



### **Note on Range and Content of Student Reading - 6-12 Content Areas**

Students need to be able to...

- Understand domain-specific vocabulary
- Read complex informational texts with independence
- Analyze, evaluate, and differentiate primary and secondary sources
- Gain knowledge from challenging texts that use elaborate diagrams and data to convey information and illustrate concepts



College and Career Readiness Anchor Standards for Reading in History/Social Studies, Science, and Technical Subjects, p. 60

The Glossary of Key Terms, located in Appendix A, p. 42, includes the definition of “domain-specific words and phrases.”

Domain-specific words and phrases – Vocabulary specific to a particular field of study (domain), such as the human body (CCSS, p. 33); in the Standards, domain-specific words and phrases are analogous to Tier Three words (Appendix A, p. 33).

## College and Career Readiness Anchor Standards for Reading



### Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.



College and Career Readiness Anchor Standards for Reading, pp. 10, 35, and 60

The CCRs and grade-specific standards for Reading are grouped under four conceptual organizers. The first three standards address “key ideas and details.”

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What are the higher order thinking skills in these three standards?
- What is familiar? What is new?
- What makes this more rigorous?
- How will this rigor impact curriculum, instruction, and text selection?

## Exemplars of Reading Text Complexity and Sample Performance Tasks



- Students (*with prompting and support from the teacher*) when listening to Laura Ingalls Wilder's *Little House in the Big Woods* **ask questions** about the events that occur (such as the encounter with the bear) **and answer by offering key details from the text.** RL.1.1
- Students explain the selfish behavior by Mary and **make inferences** regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by **explicitly referring to details and examples from the text.** RL.4.1



Appendix B provides Text Exemplars and Sample Performance Tasks to exemplify the level of complexity and quality that the reading standards require. The text exemplars and sample tasks are divided into grade bands: K-1, 2-3, 4-5, 6-8, 9-10, and 11-CCR.

The sample tasks on this slide correspond to Standard 1. The learning progresses from *identifying key details* at the first grade to *making inferences dependent on key details* at fourth grade. Both tasks are text dependent.

These sample tasks specifically illustrate the application of the Standards to texts of sufficient complexity, quality, and range (Appendix B, p. 2). The highlighted words (on this slide) denote the terminology borrowed from the Standard. This practice of embedding the specific Standard language is carried throughout the sample performance tasks.

These sample performance tasks may be found in Appendix B on the following pages:

- Sample Performance Task for Stories and Poetry, K-1, p. 28
- Sample Performance Task for Stories and Poetry, Grades 4-5, p. 70

Note: Sample reading tasks are provided for every standard and for every grade; however, every grade will not have a sample task for each standard. In the case where sample tasks are not provided, educators will need to develop tasks based on the samples above and below that grade.

## College and Career Readiness Anchor Standards for Reading



### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative language meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.



College and Career Readiness Anchor Standards for Reading, pp. 10, 35, and 60

The next group of CCR standards address “craft and structure” of text. Knowledge of craft and structure can lead to deeper reading comprehension and support the study of writing; however, the study of craft and structure should not override the importance of determining key ideas and details (CCR standards 1-3).

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What are the higher order thinking skills in these three standards?
- What is familiar? What is new?
- What makes this more rigorous?
- How will this rigor impact curriculum, instruction, and text selection?

In regards to CCR standard 5, trace the learning progression across the grade-specific standards in Reading Standards for Informational Text K-5, pp. 13-14 (and/or 6-12, if applicable), and discuss.

- What do you notice?
- How would you describe the learning progression?
- What are the implications for curriculum, instruction, and text selection?

Grade-specific standards do not stipulate particular text features or particular search tools, but rather provide examples of such. Throughout the document there are other instances of the use of e.g. (for example). Discuss the implication for curriculum and instruction – most notably that teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as

most helpful for meeting the goals set out in the Standards (CCSS, *Introduction*, p. 4).

## Exemplars of Reading Text Complexity and Sample Performance Tasks



- Students locate key facts or information in Claire Llewellyn's *Earthworms* by using various text features (headings, table of contents, glossary) found in the text. RI.1.5
- Students identify the overall structure of ideas, concepts, and information in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book, *Hurricanes: Earth's Mightiest Storms*. RI.5.5



Sample Performance Tasks for Informational Texts, K-1, Appendix B, p. 36

Sample Performance Tasks for Informational Texts, Grades 4-5, Appendix B, p. 76

On these performance tasks, the Standard expectation progresses from *locating key facts or information using text features* at grade one to *identifying and comparing/contrasting the overall structure of two informational texts* at grade five.

Refer to the Sample Performance Tasks for Stories and Poetry and/or Informational Texts for your grade band (see Appendix B, Table of Contents, pp. 4-13, for specific page numbers). Check to see if there are sample performance tasks for reading standards 4-6 (Craft and Structure) at your grade level or grade band. Discuss findings.

## College and Career Readiness Anchor Standards for Reading



### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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 argument.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the author takes.



College and Career Readiness Anchor Standards for Reading, pp. 10, 35, and 60

The next group of College and Career Readiness Anchor Standards for Reading focus on the “integration of knowledge and ideas” and emphasize the need to analyze, synthesize, evaluate, and apply information from a variety of text sources as well as media and visual information.

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What is familiar? What is new?
- What makes this more rigorous?
- How will this rigor impact curriculum, instruction, and text selection?

Refer to the Sample Performance Tasks for Stories and Poetry and/or Informational Texts for your grade band (see Table of Contents, p. 2, for specific page numbers). Check to see if there are sample performance tasks for reading standards 7-9 (Integration of Knowledge and Ideas) at your grade level or grade band. Discuss findings.

## College and Career Readiness Anchor Standards for Reading



### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Performance on complex texts is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready.*

*- Reading Between the Lines: What the ACT Reveals About College and Career Readiness for Reading (2006 ACT, Inc)*



Introduction, page 8, 6<sup>th</sup> paragraph:

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level.

How is text complexity defined in this document?

Appendix A, Glossary of Key Terms, p. 43, provides the definition as follows:

Text complexity - the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (also defined as such on CCSS, pp. 31 and 57).

Text complexity in the Standards is defined in grade bands: grades 2-3, 4-5, 6-8, 9-10, and 11-CCR (see note below regarding K-1 texts). Students in the first year(s) of a given band are expected by the end of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of a band are expected by the end of the year to read and comprehend independently and proficiently within the band (Appendix A, page 10).

Note:

K-1 texts are not amenable to quantitative measure. Furthermore, students in those grades are acquiring the code at varying rates. Hence, the Standards’ text complexity requirements begin formally with grade 2.

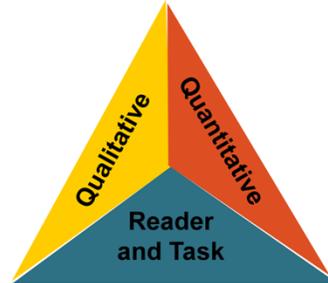


# Measuring Text Complexity



## Three Factors:

1. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. **Quantitative measures** – readability and other scores of text complexity
3. **Reader and Task** – reader variables (such as motivation, knowledge and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)



CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects, Reading Standard 10/K-5, p. 31, and/or Reading Standard 10/6-12, p. 57

Detailed information on text complexity and how it is measured is found in Appendix A, pp. 2-16. Key points include the following:

- Appendix A, p. 4: ...the Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading Standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading Standards 1-9).
- Qualitative measures: See Qualitative Dimensions of Text Complexity, Appendix A, p. 6, Figure 2
- Quantitative measures: See Texts and Measurement Tools, Appendix A, p. 8, Figure 3.
- Reader and Tasks: See Appendix A, p. 9: Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading with them, both of which the Standards allow for. ...instruction must move generally toward decreasing scaffolding and increasing independence, with the goal of students reading independently and proficiently within a given grade band by the end of the band's final year.

Discuss the process for choosing reading materials within your current curriculum. What steps will you take to ensure that you are using all three factors across all disciplines?

Range of Text Types for K-5			
Literature		Informational Text	
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Subjects
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects, Texts Illustrating the Complexity, Quality, and Range of Student Reading/K-5, pp. 31-32

Students in K-5 apply the Reading standards to this range of text types, with texts selected from a broad range of cultures and periods.

Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements (CCSS, Note on range and content of student reading, p. 10).

A short list of illustrative texts appears on page 32. On this page, the single asterisk denotes a suggested read-aloud and the double asterisks denote suggested books to read-along with the teacher (e.g. shared reading and/or choral reading).

See Appendix B for excerpts of these and other texts illustrative of the text complexity, quality, and range for grades K-5.

# Range of Text Types for 6-12



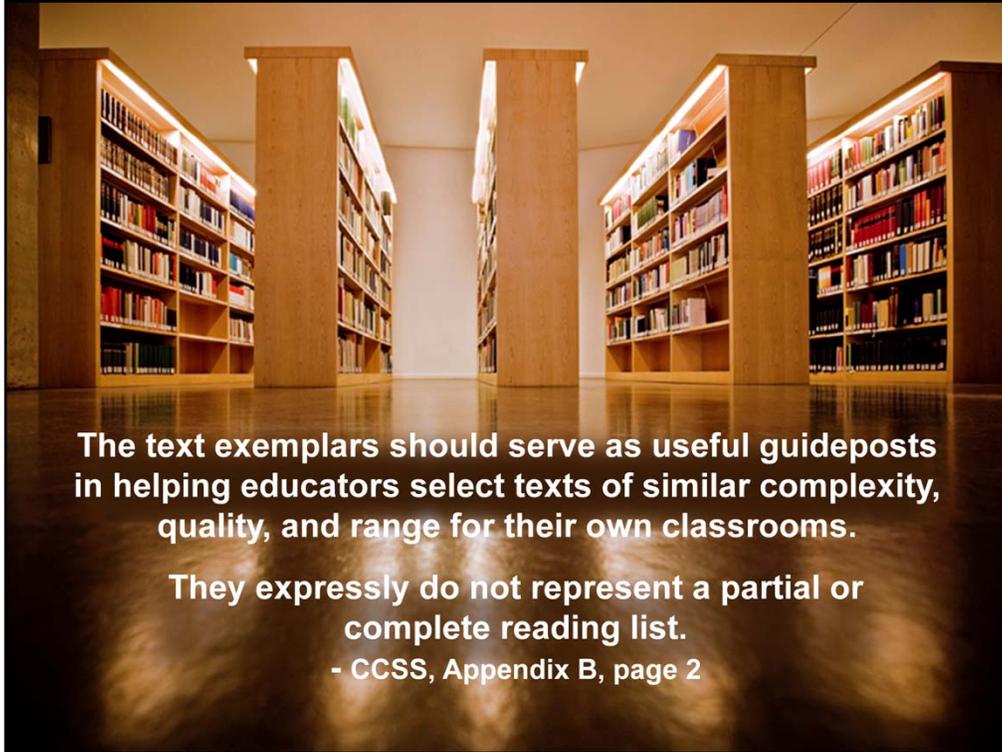
Literature		Informational Text	
Stories	Dramas	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects, Texts Illustrating the Complexity, Quality, and Range of Student Reading/6-12, pp. 57-58

Students in grades 6-12 apply the Reading standards to this range of text types, with texts selected from a broad range of cultures and periods.

Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless drams of Shakespeare (CCSS, Note on range and content of student reading, p. 35).

A short list of illustrative texts appears on page 58. See Appendix B for excerpts of these and other texts illustrative of the text complexity, quality, and range for grades 6-12.



**The text exemplars should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms.**

**They expressly do not represent a partial or complete reading list.**

**- CCSS, Appendix B, page 2**

“...text samples primarily serve to exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with. Additionally, they are suggestive of the breadth of text that students should encounter and the text types required by the Standards” (CCSS, Appendix B, p. 2).

# 2009 NAEP Reading Framework



## Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects, Introduction, p. 5

The Standards seek to align instruction to the NAEP Reading Framework. In K-5, the distribution of reading literary and informational texts is balanced.

For 6-12, emphasis shifts to reading informational texts in and outside the ELA classroom (see footnote #1, p. 5).

In addition, a specific category of informational text - literary nonfiction, requires greater attention to fulfill the 6-12 ELA Standards. Since the ELA classroom focuses on literature and literary nonfiction, a great deal of informational reading must take place in other classes in order to meet this distribution.

Definition of Literary Nonfiction:

A branch of writing that employs the literary techniques usually associated with fiction or poetry to report on actual persons, places, or events.

<http://grammar.about.com/od/c/g/creatnonfiction.htm>

## Appendix A: Read-Alouds



*...children in the early grades - particularly kindergarten through grade 3 - benefit from rich, structured conversations with an adult in response to written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing.*

*Appendix A, p. 27*



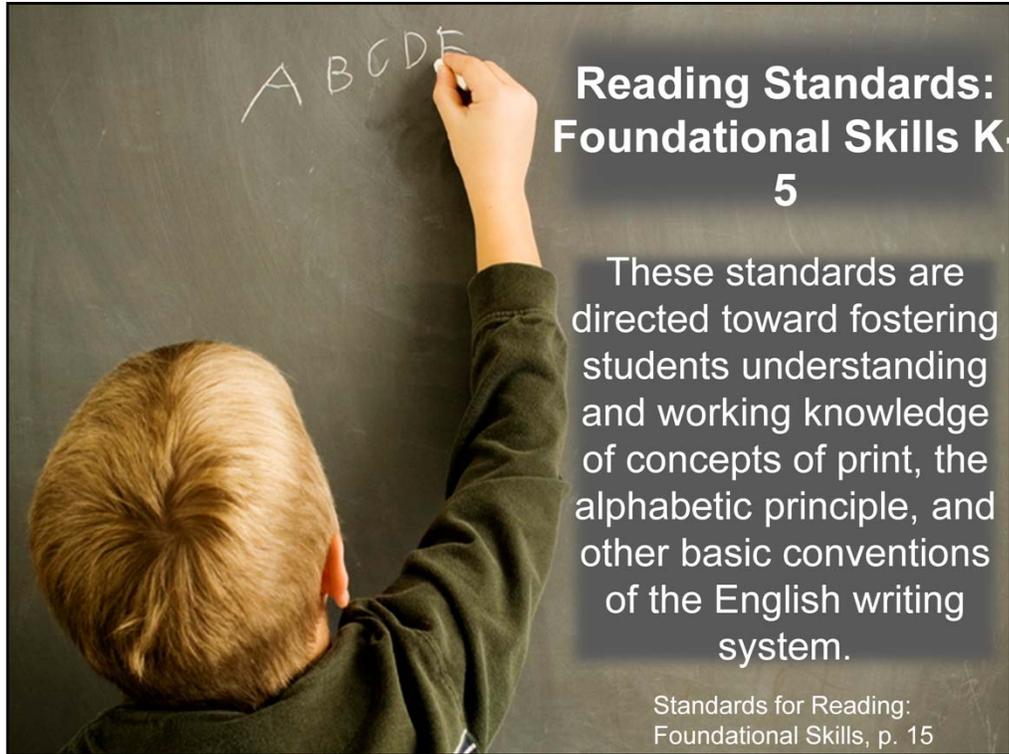
CCSS, Appendix A, p. 27:

It is particularly important that the students in the earliest grades build knowledge through being read to as well as through reading, with the balance shifting from a reliance on the former to the latter across the grades.

By reading a story or nonfiction selection aloud, teachers allow children to experience written language without the burden of decoding, granting them access to content that they may not be able to read and understand by themselves.

Appendix B includes a list of read-aloud exemplars appropriate for K-1 and for grades 2-3.

Read-alouds at the upper grade levels should supplement what students are able to read by themselves. Reading aloud by the teacher at these grade levels should not be used as a substitute when students are not motivated or skilled. Generally, students in the upper elementary grades, should be encouraged to read texts independently and reflect on them in writing.



Common Core State Standards for Reading: Foundational Skills, p. 15

Special note: This is the only area of the framework that does not have a direct one-to-one correspondence with the CCR standards.

These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program (CCSS, Reading Standards, p. 15).

Good readers will need much less practice with these concepts than struggling readers will. ...teach students what they need to learn and not what they already know (CCSS, Reading Standards, p. 15).

## Reading Standards: Foundational Skills (K-5)



### Conceptual Organizers

- Print Concepts (K-1)
- Phonological Awareness (K-1)
- Phonics and Word Recognition (K-5)
- Fluency (K-5)



Additional information on phonological awareness may be found in Appendix A, pp. 18-20.

Additional information on phonics is included in Appendix A, pp. 17-18, 20-22.

Reading Foundations Skills: Standard 5 reads the same from Grade 1 through 5: Read with sufficient accuracy and fluency to support comprehension. This is a shift from the Arkansas ELA Framework 2003, which set a minimum number of words per minute for each grade level, K-8. Districts/schools may choose to continue to use the former guidelines or adopt a well-recognized fluency scale to determine if students are approaching “sufficient fluency” at each grade level.

## Time to Reflect



Reflect, discuss, and/or respond overall to the Reading Strand.

Are there any future professional development needs?

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

## College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

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.

**Note on range and content of student writing**

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

K-5 | WRITING

College and Career Readiness Anchor Standards for Writing, pp. 18, 41, and 63

Refer to the “Note on range and content of student writing” for K-5, 6-12 and 6-12 (content areas), as applicable.

Each page of the College and Career Readiness Anchor Standards for Writing includes a significant narrative note in regards to the range and content of student writing. While the anchor standards remain the same, this note changes to reflect an increase in writing expectations across the K-12 continuum.

In looking at the notes for K-5 (this slide), 6-12 ELA, and 6-12 content areas (next two slides), reflect on the progression. How does the writing expectation change across the grades?

# 2011 NAEP Writing Framework



## Distribution of Communicative Purposes by Grade In the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%



CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects, Introduction, page 5

The Standards aim to align instruction with the distribution of communicative purposes outlined in the 2011 Writing Framework. The percentages in the table reflect the sum of student writing across the curriculum, not just writing in the ELA classroom (see footnote #2, p. 5).

“The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience.”

“...consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.”

# College and Career Readiness Anchor Standards for Writing



## Text Types and Purposes

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



College and Career Readiness Anchor Standards for Writing, pp. 18, 41, and 63

The CCRs and grade-specific standards for writing are grouped under four conceptual organizers. The first three standards address “text types and purposes.”

Refer to Appendix A, pp. 23-24, for definitions of these three text types: argument, informational/explanatory, and narrative. Also note the section, *The Special Place of Argument in the Standards*, pp. 24-25, including the sidebar narrative, “Argument” and “Persuasion”.

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What is familiar? What is new?
- What makes this more rigorous?
- How will this rigor impact curriculum and instruction?

Refer to Appendix C, Samples of Student Writing, and note the grade-specific writing samples with annotations.

See Student Sample: K, Informative/Explanatory, p. 7. Reading the annotation alongside the kindergarten writing standards reveals that the student went beyond the kindergarten expectation in some areas (i.e., uses additive linking words). The annotation includes all that the sample reveals, even beyond the grade-level standards.

Special note: At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

## Appendix C: Writing Samples



Find the annotated writing samples for your grade level. In grade level groups, discuss each of the samples.

- What stands out to you?
- What are the implications for ...
  - instruction?
  - interdisciplinary planning?
  - professional development?



Appendix C, *Samples of Student Writing*, p. 2

“Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.”

Activity:

In grade-level groups, have participants chart and display observations and reflections for these questions (listed below and on the slide) in relation to the annotated writing samples for a specific grade:

- What stands out to you?
- What are the implications for instruction?
- What are the implications for interdisciplinary planning?
- What are the implications for professional development?

Gallery Walk:

Have participants walk the room with their grade-level group to read and discuss charts posted by other grade levels.

After the Gallery Walk, discuss the following:

- Were there any commonalities?
- Were there any significant differences?

For more information on the Gallery Walk Teaching Strategy:

<http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strateg>

## College and Career Readiness Anchor Standards for Writing



### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



College and Career Readiness Anchor Standards for Writing, pp. 18, 41, and 63

The next conceptual organizer is Production and Distribution of Writing.

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What is familiar? What is new?
- What technology expectations do you notice here? In the grade-specific standards aligned to CCR6, technology use is required of all students (with guidance and support through grade five). By third grade, students are expected to use keyboarding skills to produce and publish writing.

This Standards document does not mandate use of a particular type of writing process; however, CCR5 focuses on developing and strengthening writing as needed by using elements that are commonly identified with a writing process.

Discuss the difference between the terminology of CCR Standard 5 and the SLEs under Arkansas ELA Framework, 2003, Standard 4.

- Terms used in CCR5: planning, revising, editing, rewriting, “trying a new approach” (Note: Bold terms are defined in Appendix A, Glossary of Key Terms; however, these definitions need close reading.)
- Terms used in Arkansas ELA Framework, 2003: prewriting, drafting, revising, editing, publishing

## College and Career Readiness Anchor Standards for Writing



### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



College and Career Readiness Anchor Standards for Writing, pp. 18, 41, and 63

The next set of Standards are under the conceptual organizer “Research to Build and Present Knowledge.”

Research – both short, focused projects (such as those commonly required in the workplace) and sustained inquiry – is emphasized throughout the standards but most prominently in the writing strand (Achieve, *Achieving the Common Core*, June 2010).

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What is familiar? What is new?
- At K-2, “research” consists of shared projects. How do you envision this?
- What makes this more rigorous?
- Will your district need to make shifts in curriculum and instruction to meet these standards?

## College and Career Readiness Anchor Standards for Writing



### **Range of Writing**

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.



College and Career Readiness Anchor Standards for Writing, pp. 18, 41, and 63

How does Standard 10, Range of Writing, impact the instructional day with regards to writing instruction?

## Time to Reflect



Reflect, discuss, and/or respond overall to the Writing Strand.

Are there any future professional development needs?

## College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on range and content of student speaking and listening

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

College and Career Readiness Anchor Standards for Speaking and Listening, pp. 22 and 48

Refer to the “Note on range and content of student speaking and listening” for K-5 and 6-12, as applicable.

- What are the key ideas?
- Are there any significant changes across the K-12 continuum?

## College and Career Readiness Anchor Standards for Speaking and Listening



### Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



College and Career Readiness Anchor Standards for Speaking and Listening, pp. 22 and 48

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What is familiar? What is new?
- What makes this more rigorous?
- How will this rigor impact curriculum and instruction?
- What advances in materials, resources, and new technologies are part of the expectation of these Standards?

Oral language development precedes and is the foundation for written language development; oral language is primary and written language builds on it (Appendix A, *The Special Role of Speaking and Listening in K-5 Literacy*, p. 26).

## College and Career Readiness Anchor Standards for Speaking and Listening



### **Presentation and Knowledge of Ideas**

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.
5. Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



College and Career Readiness Anchor Standards for Speaking and Listening, pp. 22 and 48

As you review these anchor standards and the corresponding grade-specific standards, consider the following:

- What is familiar? What is new?
- What makes this more rigorous?
- How will this rigor impact curriculum and instruction?
- What advances in materials, resources, and new technologies are part of the expectation of these Standards?

**College and Career Readiness Anchor Standards for Language**

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

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.

**Vocabulary Acquisition and Use**

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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

**Note on range and content of student language use**

*To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

College and Career Readiness Anchor Standards for Language, pp. 25 and 51

Review the appropriate narrative “Note on range and content of student language use” K-5 or 6-12, as applicable.

- What are the key ideas?
- Are there any significant changes across the K-12 continuum?



The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- CCSS, *Standards for Language*, pp. 25 and 51
- Appendix A, p. 28

The statement on this slide is mentioned in three places in the CCSS document (College and Career Readiness Anchor Standards for Language, pp. 25, 51, and Appendix A, p. 28). Discuss the implications of this statement.

## College and Career Readiness Anchor Standards for Language



### Conventions for Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



College and Career Readiness Anchor Standards for Language, pp. 25 and 51

Refer to Appendix A, p. 29, Language, *Making Appropriate Grammar and Usage Choices in Writing and Speaking*, 1<sup>st</sup> paragraph:

In the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help students make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the purposes for using particular grammatical feature in particular disciplines or texts.

Refer to Appendix A, p. 28, *Language, Development of Grammatical Knowledge*, 1<sup>st</sup> paragraph: Grammar and usage development in children rarely follows a linear path. ... students will often need to return to the same grammar topic in greater complexity as they move through K-12 schooling....

The Standards account for the recursive, ongoing nature of grammatical knowledge in two ways:

- First, the Standards return to certain important language topics in higher grades at greater levels of sophistication.
- Second, the Standards identify with an asterisk certain skills and understandings that students are introduced to in basic ways at lower grades, but that are likely in need of being retaught and relearned in subsequent grades as students' writing and speaking matures and grows more complex.

As you review these anchor standards and the corresponding grade-specific standards, you will note the language progressive skills by grade.

See Appendix A, Language Progressive Skills, by Grade, Figure 18, p. 31, for a complete list of

Language Standards that are particularly likely to require continued attention in higher grades.

The same chart is also located on p. 30 of the K-5 Language Standards.

## College and Career Readiness Anchor Standards for Language



### **Knowledge of Language**

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.



College and Career Readiness Anchor Standards for Language, pp. 25 and 51

Refer to Appendix A, p. 29, 3<sup>rd</sup> paragraph:

As students develop more complex understandings of English grammar and usage, they can use this understanding to make more purposeful choices in their writing and speaking (CCR Standards 1 and 2) and more accurate and rich interpretations in their reading and listening (CCR Standard 3).

## College and Career Readiness Anchor Standards for Language



### Vocabulary Acquisition and Use

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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, 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.



College and Career Readiness Anchor Standards for Language, pp. 25 and 51

How are the terms “general academic” and “domain-specific” words defined in this document? See Appendix A, Glossary of Key Terms, p. 42. A more detailed explanation of these terms is also located in Appendix A, Language, p. 33.

As you review the anchor standards grouped under the conceptual organizer “vocabulary acquisition” and the corresponding grade-specific standards, consider the following:

- What is familiar? What is new?
- What makes this more rigorous?
- How will this rigor impact curriculum, instruction, and text selection?

Refer to Vocabulary, Acquiring Vocabulary, Appendix A, page 32, 6th paragraph, *Key to students’ vocabulary development is building rich and flexible word knowledge.*

What instructional practices do you currently use to build students’ word knowledge? Suggestions from Appendix A, page 32, include:

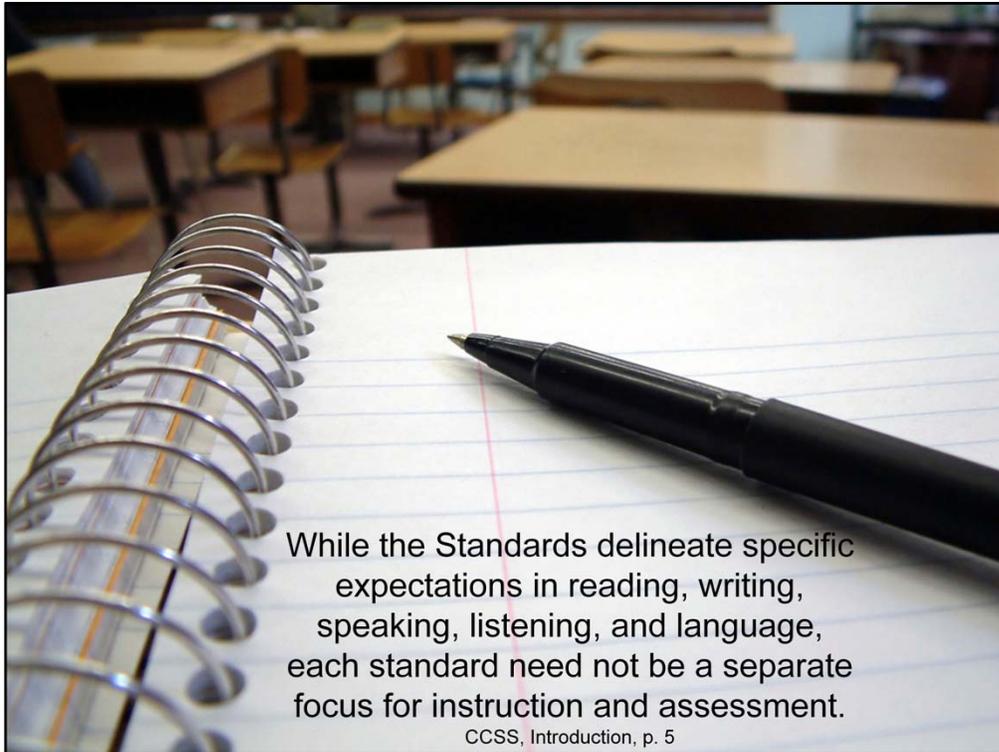
- Use and respond to words through playful informal talk, discussion, reading or being read to, and responding to what is read
- Provide instruction about the connections and patterns for language
- Build awareness of word parts, word origins, and word relationships

## Time to Reflect



Reflect, discuss, and/or respond overall to the Speaking & Listening and Language Strands.

Are there any future professional development needs?



CCSS, Introduction, *Focus and coherence in instruction and assessment*, p. 5

“Often several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1-3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills.”

# Key Advances in Literacy



## Reading

- Provide the appropriate balance between literary and informational texts
- Read increasingly complex texts at each grade level and across disciplines

## Writing

- Emphasize argument and informative/explanatory writing

## Speaking and Listening

- Present knowledge and ideas in formal and informal talk through a wide range of media

## Language

- Stress general academic and domain-specific vocabulary



Key Advances in Literacy: *Achieving the Common Core*, Achieve, June 2010

Note: Skills related to media and technology are integrated throughout the ELA and Literacy in History/Social Studies, Science, and Technical Subjects standards.

The Common Core State Standards offer an unprecedented opportunity for states across the nation to improve educational policies and practices and achieve system-wide reform (*Achieve, On the Road to Implementation*, August 2010).

Too many students drop out or graduate from high school without the knowledge and skills required for success, closing doors and limiting their post-high school options. Turning around this trend, begins with adopting these standards and continues with their implementation.

## Mission Statement



The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.



- Common Core State Standards Initiative

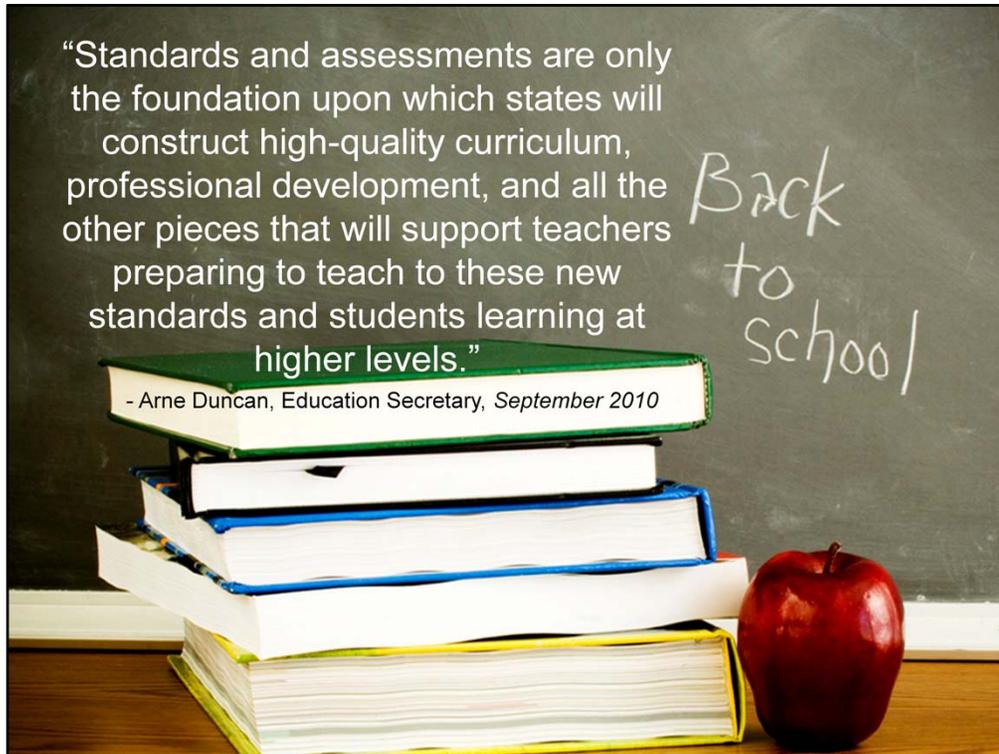
As a result of ongoing study, discussion, and reflection, educators will deepen their understanding of the standards and the initiative's mission. Through this process, all stakeholders will become better prepared to assist students for success in college and careers.

## Additional Resources



- Arkansas Department of Education:  
<http://www.arkansased.org/>
- Arkansas Education Service Cooperative Websites
- Partnership for the Assessment of Readiness for College and Careers:  
<http://www.achieve.org/PARCC>
- YouTube: Co-author David Coleman on the ELA standards of the Common Core State Standards - Part 1 and Part 2





- Arne Duncan, Education Secretary, *September 2010*

Quotation Resource: Arne Duncan, *Achieve's American Diploma Project Leadership Team Meeting*, September 2, 2010

<http://www.ed.gov/news/speeches/beyond-bubble-tests-next-generation-assessments-secretary-arne-duncans-remarks-state-l>