Examining the Common Core State Standards

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

February 2011
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.

These final standards reflect the invaluable feedback from the general public, teachers, parents, business leaders, states, and content area experts and are informed by the standards of other high performing nations. The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), among other organizations have been instrumental in bringing together teachers to provide specific, constructive feedback on the standards.

Two Arkansas Department of Education employees – mathematics specialist, Thomas Coy, and English language arts specialist, Dana Breitwiser – served on advisory committees to review and refine the specific grade level learning standards for those subjects. They provided feedback on content and structure of the standards as they were being developed. The final standards reflect many of the suggestions made by Arkansas during the development phase.

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 goal is to make sure that every child across the country is given the tools they need to succeed.

These standards are a common sense first step toward ensuring our children are getting the best possible education no matter where they live.
Most states have adopted the common core state standards.

As of Jan 13, 2011, 40 states plus the Virgin Islands and the District of Columbia have adopted the Common Core State Standards. More states are in the process of adopting the CCSS.

As part of implementing the common core state standards, most states plan to change their assessments, curriculum materials, professional development programs, and teacher evaluation systems.

Many states anticipate it will take until 2013 or later to fully implement the more complex changes associated with the common core state standards.

Adopting the standards represents the beginning of a process to positively impact student achievement.
Examining the CCSS for ELA and Literacy in the Content Areas

✅ Document Walk

Design and Organization
Terminology
Nomenclature

This presentation will focus on building our knowledge about the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. We will examine these four areas: the documents, the design, the terminology, and the nomenclature.

We begin with a document walk of the essential pieces to include in your ELA notebook.
This slide lists the documents that you need to download from the core standards website.

Introduce each document (may display on document camera).

• Introduction to CCSS (June 2, 2010)
• Application of CCSS for English Language Learners
• Application to Students with Disabilities
• CCSS for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects
• Appendix A, Appendix B, and Appendix C

www.corestandards.org/the-standards

All of these documents are available on the corestandards.org website. See screenshots on the next three slides.
From the CCSSI homepage, click on The Standards tab in the upper right corner.
From the CCSSI “The Standards” page, scroll down to find all the PDF documents bulleted on this page. See next slide for the list of PDF documents.
Each of these documents should be included in the ELA Standards notebook. Note there is one PDF document for the CCSS English Language Arts & Literacy in Social Studies/History, Science, and Technical Subjects, with a cover page for each included.

Download the Standards:
• Introduction to the Common Core State Standards
• Application to the Standards for English Language Learners
• Application to Students with Disabilities
• Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects
• English Language Arts Appendix A
• English Language Arts Appendix B
• English Language Arts Appendix C
The Table of Contents page provides an outline of the design and organization of the content included within the ELA standards.

Following the Introduction, there are three sections of standards in bold text. Under each section, you will note pages of standards in the four literacy strands: reading, writing, speaking and listening, and language.
In the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, note these pages of supplementary information to guide your practice:

- Language Progressive Skills by Grade – pages 30 and 56
- Standard 10: Range, Quality, and Complexity of Student Reading - pages 31 and 57
- Staying on Topic Within a Grade and Across Grades – page 33
The first page of the Introduction provides key background information regarding the development of the ELA document. It also spells out what it means to be a literate person in the 21st century.

On page 4, you will find information about Key Design Considerations.

• Note that research and media skills are blended into the standards as a whole.
• Also note that students’ literacy development is a shared responsibility within the school. Content area teachers will play a significant role in the literacy development of their students by promoting an interdisciplinary approach to literacy.
• The Standards aim to align instruction with the NAEP Reading and Writing Frameworks. Please note the footnote regarding the sum of student reading and writing across the grade.

(Discussion: Thinking about your school... What conversations need to take place within and across the grades in regards to the NAEP Reading and Writing Frameworks?)

On page 6, you will find a list of What is Not Covered in the Standards. This page outlines and explains the most important intentional design limitations.

Page 7 provides a portrait of students who meet the standards – Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language.

Finally on page 8, the overall document organization is explained in How to Read This Document.
Three appendices contain supplementary, supporting materials to the ELA Standards document. They are not a part of the main document, but are essential to full implementation.

Remember that these documents are separate PDF documents to download.
Now that we have the appropriate documents, let’s take a look at how these documents are designed and organized.
Design and Organization

Three Sections of Grade-Specific Standards:

- K-5 English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects (comprehensive)
- 6-12 English Language Arts
- 6-12 Literacy in History/Social Studies, Science & Technical Subjects

See CCSS ELA, page 4, Key Design..., *The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.*

The standards have three main sections: a comprehensive K-5 section, and two content area- specific sections for grades 6-12, one for ELA and one for literacy in history/social studies, science and technical subjects.

The comprehensive K-5 section lists standards in reading, writing, speaking, listening, and language across the curriculum, with the idea in mind that most or all of the instruction in these grades comes from one teacher. Put another way, these ELA standards should be addressed in all subject areas.

The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division recognizes the need at these grade levels for ELA teachers to develop students’ literacy skills, but at the same time recognizes that teachers in other disciplines must have a role in this development as well.
See Introduction, page 8, second paragraph.

The K–5 and 6–12 ELA sections each have four strands: Reading, Writing, Speaking and Listening, and Language; the 6–12 history/social studies, science, and technical subjects section has two strands: Reading and Writing.

It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement, or complement them.

Though the strands themselves are separate, they are meant to be integrated in instruction, where one lesson or unit may include standards from multiple strands.
Design and Organization

College and Career Readiness (CCR) Anchor Standards

- Broad expectations consistent across grades and content areas
- Based on evidence about college and workforce training expectations
- Note on range and content

Each strand of the ELA framework is prefaced by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Hence, there are four different pages of CCR anchor standards for the ELA document, one for Reading, one for Writing, one for Speaking and Listening, and one for Language.

These pages are found at the beginning of each applicable section in the document. For example, the CCR Anchor Standards for Reading may be found on pages 10, 35, and 60. They precede the K-5 Reading, the 6-12 Reading and the 6-12 Reading for Literacy in History/Social Studies, Science and Technical Subjects. They are the same overarching K-12 targets.

Each page of the CCR Anchor Standards includes a sidebar narrative, Note on range and content of student...reading, writing, speaking and listening, language. This information provides pertinent background information related to the intent of the College and Career Readiness Anchor Standards within each strand.

As time allows, the presenter may read and facilitate discussion on key ideas found in several or all of these sidebar narratives.

- CCR Anchor Standards for Reading – pages 10, 35, and 60
- CCR Anchor Standards for Writing – pages 18, 41, and 63
- CCR Anchor Standards for Speaking and Listening – pages 22 and 48
- CCR Anchor Standards for Language – pages 25 and 51
Design and Organization

**College and Career Readiness (CCR) Anchor Standards**

CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

**Grade Level Standards K-8**

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

**Grade Band Standards for 9-10 and 11-12**

The standards are organized in two-year bands in grades 9-12 to allow schools, districts, and states flexibility in high school course design. The CCR and high school standards work in tandem to define the college and career readiness.

The information on this slide is found in the Introduction, page 4, and How to Read This Document, page 8.

Each grade-specific standard (as the standards are collectively referred to) corresponds to the same-numbered CCR anchor standards. The grade-specific standards provide the benchmarks along the way for attaining the CCR standards by graduation.

It is important to note that the standards are grade-specific up to and including grade 8.
This display shows the relationship between the CCR standards, the grade-specific standards organized in three sections, and the ELA strands. The CCR Standards are the overarching standards. The grade-specific standards provide a staircase of increasing complexity in what students need to know and do in order to attain the CCR standards.

Refer to pages 10-12 in the K-5 Reading and pages 35-37 for one example of how the CCR standards and grade-specific standards are aligned.
Design and Organization

Grade-Specific Standards

- Grade-specific standards K-8 and grade band standards for 9-10 and 11-12.
- Developmentally appropriate, cumulative progression of skills and understandings
- One-to-one correspondence with CCR standards

The standards are grade-specific for kindergarten through grade 8 and use two-year bands in grades 9-12.

The standards document can be read in vertical format to determine the expectations at each particular grade level.

The document can be read in horizontal format, following a number across the page, to determine the progression of learning from year to year. These numbers correspond to the numbers of the CCR standards, the general expectations to be met by graduation.

At each grade level or span, the reading strand includes standards for both literature and informational text.

For kindergarten through grade five, the reading standards include foundational skills designed to foster students’ understanding and working knowledge of print concepts, phonological awareness, phonics and work recognition and fluency. This is the only area of the framework that does not have a direct one-to-one with CCR standards.
College and Career Readiness Anchor Standards for Reading

The K-12 standards on the following slide are examples of the College and Career Readiness (CCR) anchor standards that provide a comprehensive framework—recognizing that together they define the skills and understandings that all students should develop as they advance through school.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it, by explicitly determining the logical relationships among key concepts, ideas, and events in a text. Sketch and analyze the text to see how the main ideas and details are organized. For informational texts, summarize and analyze main ideas and details, and explain how they support the text’s purpose. For literary texts, analyze the development of ideas and events in the text.

Craft and Structure
4. Interpret and analyze the meaning of representative works of contemporary literature, using tools such as character development, setting, and symbols to help readers understand the author’s message.

Integration of Knowledge and Ideas
8. Analyze an argument by examining its reasoning and the evidence it presents, and by identifying its assumptions, claims, and counterarguments.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts, interpreting the events and characters and drawing conclusions about the author’s purpose and effect on the reader.

Note on range and context of student reading
To build a foundation for college and career readiness, students must respond to, analyze, and interpret a wide range of complex texts, including reading extensively in history/social studies, science, technology, and the arts. Students should be able to read and comprehend a wide range of texts, including reading extensively in history/social studies, science, technology, and the arts.

Each set of CCR standards (Reading, Writing, Speaking and Listening, and Language) and the corresponding grade level standards are further organized or clustered under conceptual organizers.

Let’s look at conceptual organizers used for the Reading Standards. As noted on the slide, they are the following: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

These same conceptual organizers are carried across...
Reading Standards for Literature – page 11
Reading Standards for Informational Text – page 13
Reading Standards for Literacy in History/Social Studies 6-12 – page 61
Reading Standards for Literacy in Science and Technical Subjects 6-12 – page 62
We have discussed much of the terminology while discussing the Design and Organization. There are a few more terms to bring to your attention.
This slide displays a page of the Reading Standards for Informational Text K-5, labeling examples of key design features.

Image depicts:
Sample Strand: Reading
Sample Strand Code: RI
Sample Conceptual Organizer: Key Ideas and Details
Sample Standard: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Terminology

What are Technical Subjects?

A course devoted to practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

Appendix A includes a glossary of terms used in the ELA documents, such as “technical subjects.”
Finally, we will look at the nomenclature to be used to identify a particular English Language Arts Standard.
Sample Nomenclature

**RI. 4. 3**
- Strand: RI (Reading Informational Text)
- Grade: 4
- Standard 3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

In English Language Arts, the nomenclature is strand, grade, standard#.

Note: Nomenclature in Math does not follow the same pattern.
Strand Codes for Reading

• RL = Reading Standards for Literature (K-5; 6-12)
• RI = Reading Standards for Informational Text (K-5; 6-12)
• RF = Reading Standards: Foundational Skills (K-5 only)
• RH = Reading Standards for Literacy in History/Social Studies 6-12
• RST = Reading Standards for Literacy in Science and Technical Subjects 6-12

On each page of the Reading standards, you will notice a small box in the upper left corner that contains one of these abbreviations or strand codes.
Strand Codes for Writing, Speaking and Listening, and Language

- **W =** Writing Standards (K-5; 6-12)
- **WHST =** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6-12)
- **SL =** Speaking and Listening Standards (K-5; 6-12)
- **L =** Language Standards (K-5; 6-12)

On each page of the Writing, Speaking and Listening, and the Language standards, you will notice a small box in the upper left corner that contains one of these strand codes.
This table displays the codes for the literacy strands (reading, writing, speaking and listening, and language) that are included in the sections of the CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.
In this presentation, we have walked through the CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. We have briefly overviewed the design and organization, the terminology, and the nomenclature.

The best way to become knowledgeable about the CCSS is to dig in and study the documents.