

Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. 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 them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The 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. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

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 levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. 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.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. 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 reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K-5 and 6-12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6-12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed 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 (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R,CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K-5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6-12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

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. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. 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, or 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 formats and media, 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 for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. 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.

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

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



An Overview of the Big Shifts in the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

February 14, 2012

Appropriate Text Complexity	Students have extensive opportunities to engage with complex texts. Teachers consider qualitative and quantitative measures as well as reader and task when selecting texts.
Increased Reading of Informational Texts	Throughout the school day, students at K-5 read a balance of 50% literature and 50% informational texts. By grade 12, at least 70% of texts read throughout the day should be informational texts. ELA classrooms at grades 6-12 will focus on literary nonfiction. At the secondary level, texts shift from narrative structures to those written to convey information, explanation, and points of view.
Disciplinary Literacy	Students read, write, and speak about discipline-related topics to build content knowledge. In the early grades, students read informational texts that include historical, scientific, and technical texts to prepare for the demands of reading discipline-specific texts in later grades. At grades 6-12, students grapple with discipline-specific complex texts that deepen their understanding of a topic and develop an understanding of the norms and conventions of each discipline; they demonstrate mastery by applying that knowledge when writing or speaking.
Close Reading	Students should read and reread texts of sufficient complexity to draw meaning from them. After students fully understand the text, they will be able to make appropriate connections and/or comparisons to other texts. For younger students or those needing additional help, the first reading of a text may be done by the teacher.
Text-dependent Questions	To gain deeper understanding of a text, students respond to high-quality questions about its content, structure, and language, including questions that ask students to make inferences and draw conclusions based on textual evidence. At least 80%-90% of questions about a text should be text-dependent.
General Academic and Domain-specific Vocabulary	Students acquire general academic vocabulary (Tier Two words) to comprehend complex texts that cross disciplines and domain-specific vocabulary (Tier Three words) that enables students to comprehend language specific to a discipline. Students demonstrate mastery by using both types of vocabulary when speaking and writing.
Argumentative Writing	Throughout the school day, all students write about topics or texts, some of which have differing viewpoints. In grades K-5, 30% of student writing should be writing opinions. In grades 6-8, 35% of student writing should be writing arguments in which they support claims with reasons and evidence. In grades 9-12, 40% of student writing should be well-developed arguments.
Short and Sustained Research Projects	Students conduct research, both short and long term, in which they synthesize information from many sources, construct knowledge, use technology when appropriate, and present findings in a variety of formats.

Understanding the Big Shifts in the Common Core State Standards

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

Alignment of Arkansas's Big Shifts to PARCC's Key Instructional Shifts

*PARCC's Key Instructional Shifts	Arkansas's Big Shifts
<p>COMPLEXITY</p> <p>Regular practice with complex text and its academic vocabulary</p>	<ul style="list-style-type: none"> • Appropriate Text Complexity • Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • General Academic and Domain-specific Vocabulary
<p>EVIDENCE</p> <p>Reading and writing grounded in evidence from text</p>	<ul style="list-style-type: none"> • Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • Text-dependent Questions • Argumentative Writing • Short and Sustained Research Projects
<p>KNOWLEDGE</p> <p>Building knowledge through content-rich nonfiction and informational texts</p>	<ul style="list-style-type: none"> • Appropriate Text Complexity • Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • Text-dependent Questions • Short and Sustained Research Projects

*For more information on PARCC's Key Instructional Shifts, see *A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool*, p. 6, at <http://www.parcconline.org/sites/parcc/files/CCSS%20rubric%20and%20state%20planning%20tool%20-%203%202%2012.pdf>.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Shanahan Article Excerpt (Slide 14)

Harvard Educational Review

Spring 2008 Issue

"Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy"

"In this article, Timothy and Cynthia Shanahan argue that "disciplinary literacy" — advanced literacy instruction embedded within content-area classes such as math, science, and social studies — should be a focus of middle and secondary school settings. Moving beyond the oft-cited "every teacher a teacher of reading" philosophy that has historically frustrated secondary content-area teachers, the Shanahans present data collected during the first two years of a study on disciplinary literacy that reveal how content experts and secondary content teachers read disciplinary texts, make use of comprehension strategies, and subsequently teach those strategies to adolescent readers. Preliminary findings suggest that experts from math, chemistry, and history read their respective texts quite differently; consequently, both the content-area experts and secondary teachers in this study recommend different comprehension strategies for work with adolescents. This study not only has implications for which comprehension strategies might best fit particular disciplinary reading tasks, but also suggests how students may be best prepared for the reading, writing, and thinking required by advanced disciplinary coursework" (italicized preface of document, page 40).

TEXT FEATURES

Text features help you locate important information in a text. Knowing the purpose of the text feature helps you decide at which text feature to look when you want to understand your text better. Organized by purpose, the chart identifies text features and how they help the reader.

PURPOSE: TO UNDERSTAND WORDS AND VOCABULARY USE

Feature	Helps the Reader...
Bold Print	Identify important information
Colored Print	Identify important information
Glossary	Define words
Italics	Identify important information
Pronunciation Guide	Say the words

PURPOSE: TO EXPAND THE MEANING OF THE TEXT

Feature	Helps the Reader...
Appendix	Understand ideas in more depth
Overlays	Understand additional information in relation to other information
Preface	Set a purpose for reading; have an overview of the text
Sidebars/Textbox	Gather additional or explanatory information

PURPOSE: TO LOCATE KEY IDEAS

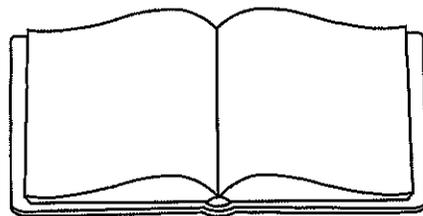
Feature	Helps the Reader...
Table of Contents	Locate topics in the book and the order they are presented
Index	Locate key ideas in the text with an alphabetical list with page numbers
Titles	Understand what the text is about
Headings	Identify topics within the text
Subheadings	Identify topics within a larger topic
Bullets	Identify key ideas
Captions	Understand an illustration
Labels	Identify an illustration and/or its parts

PURPOSE: TO REPRESENT INFORMATION

Feature	Helps the Reader...
Photographs	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like or see a simpler version of something more complex
Graphs/Charts/Diagrams	Understand information in relation to other information
Maps	Understand geographical, political, or historical features
Timelines	Understand the chronological order of events
Magnification	See detail in an illustration

Seven Commonly Used Text Structures or Patterns of Organization

- **Cause and Effect:** the results of something are explained
- **Chronology:** information in the passage is organized in order of time
- **Compare and Contrast:** two or more things are described; similarities and differences are discussed
- **Order of Importance:** information is expressed as a hierarchy or in priority
- **Problem and Solution:** a problem is described and a response or solution is proposed or explained
- **Sequence/Process:** information is organized in steps or a process is explained in the order in which it occurs
- **Spatial/Descriptive:** information is organized in order of space (top to bottom, left to right)



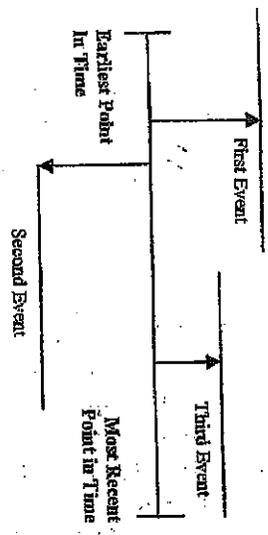
Identifying Text Structure #1

Name: _____

Directions: Read the passages. Identify the text structure. Write information from the passage into the appropriate graphic organizer.

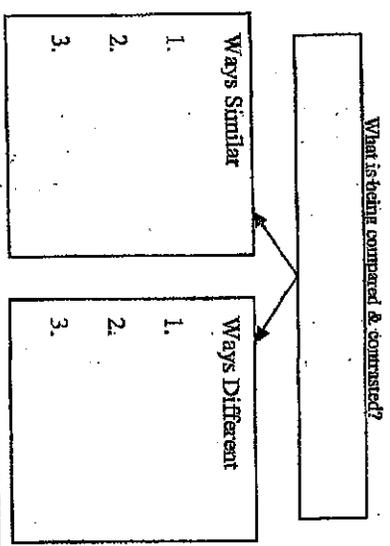
Which passage is chronological?
Put information from the passage onto the graphic organizer.

Passage Name: _____



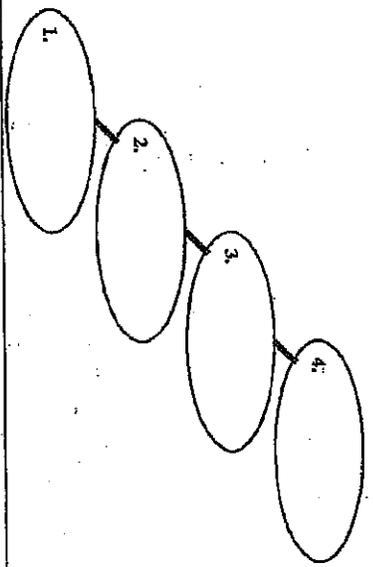
Which passage is compare and contrast?
Put information from the passage onto the graphic organizer.

Passage Name: _____



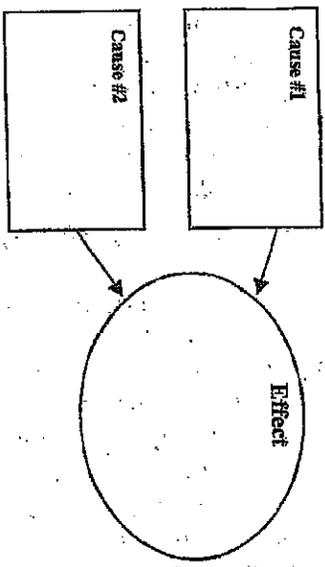
Which passage is sequence?
Put information from the passage onto the graphic organizer.

Passage Name: _____



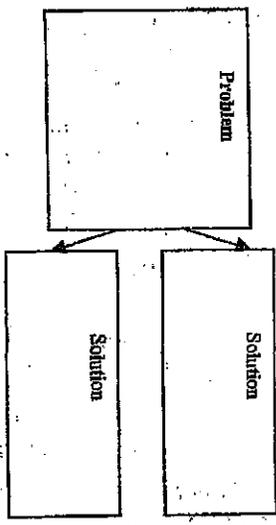
Which passage is cause and effect?
Put information from the passage onto the graphic organizer.

Passage Name: _____



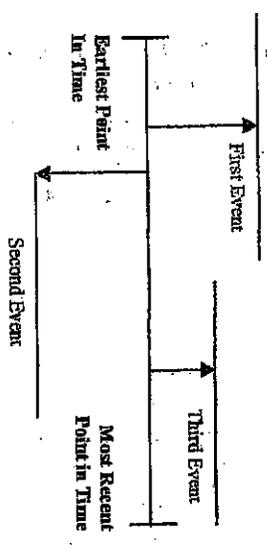
Which passage is problem and solution?
Put information from the passage onto the graphic organizer.

Passage Name: _____



Which passage is chronological?
Put information from the passage onto the graphic organizer.

Passage Name: _____



Passage #1 – Chemical and Physical Changes

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

Passage #2 – The Best PB & J Ever

When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching "Cops" on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

Passage #3 - Gall Devers

Devers experienced the highlight of any sprinter's career, as she stood on the huge platform in the giant stadium and received an Olympic gold medal.

Eighteen months earlier she wasn't thinking about running. She was hoping that she would be able to walk again.

Just four years earlier, in the summer of 1988, as Devers was training for the Olympic Games, to be held in Seoul, South Korea, she began to feel very tired all the time and failed to make the Olympic finals.

Passage #4 – Restoring Toads

Dr. Knapp doesn't want people to sit back and let the toad vanish. He believes that everyone is responsible for restoring the toad species. Dr. Knapp thinks we could help restore the toad population if we stop mowing parts of our lawns and let the grass grow wild to reserve space for the toad. He also believes we need to stop using pesticides and fertilizers. The chemicals kill the insects that toads eat. If we preserve some spaces in our lawns and stop using fertilizers, Dr. Knapp believes we can save the toads.

Passage #5 – City Growth

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

Passage #6 - Microscope

1. Plug in the lamp.
2. Place a sample of what you wish to observe on a slide.
3. Adjust the mirror so it reflects light from the room up into the objective lens.
4. Place your slide with the specimen directly over the center of the glass circle on the stage.
5. With the LOW POWER objective lens placed over the slide, use the coarse focus knob.
6. Look through the eye piece with one eye while closing the other eye.

Summary: The Great Depression

The Economic Depression

During the 1920s, many Americans did not think the economic boom would end. They borrowed money to buy goods and to invest in the stock market. Then, in October 1929, the stock market crashed. The crash led to an economic bust. The value of stocks dropped. Many people and businesses lost money.

The economy got worse. Stores could not sell their goods, so factories did not need as many workers. Businesses closed, and many people lost their jobs. Unemployment was high. This time of unemployment and hardship is called the Great Depression. It lasted through the 1930s.

Many people, especially farmers, were in debt. They could not buy as many homes or consumer goods as before. Many banks closed and customers lost their savings. Banks could not make loans to help businesses.

Hard Times for Americans

The Great Depression caused hardship for Americans. In 1932, about 25 percent of the working population did not have jobs. People without jobs lost their homes because they could not pay their debts. Many became homeless and built shanties. The shanties were homes made from cardboard, broken cars, and wood scraps. There were shantytowns all across the United States. People also called these shantytowns Hoovervilles, after President Herbert Hoover. They blamed him for the economic problems.

People were poor and hungry. They stood in bread lines at community kitchens to get free meals. Charities gave food to needy people. The Great Depression was very hard on sharecroppers in the South. These farmers paid rent or a share of the crops they grew to the landowners. During the Depression, many of them had no money for rent, so they had to leave.

In the early 1930s, there was a bad drought on the Great Plains. Almost no rain fell, and the soil turned to dust. People called this area the Dust Bowl. Many farmers left to find work. Artists, such as Dorothea Lange and Woody Guthrie, expressed suffering during the Great Depression through photographs, music, and writing.

Before You Read

Find and underline each vocabulary word.

economic bust *noun*, an extreme downturn in the economy

unemployment *noun*, the number of people who are looking for a job but can't find one

Great Depression *noun*, the period in U.S. history when many people couldn't find work and many businesses closed

debt *noun*, money that one person owes to another

charity *noun*, an organization that helps people in need

After You Read

REVIEW Why did factory workers lose their jobs during the Great Depression? Draw a box around two sentences that tell the answer.

REVIEW Why did people build shantytowns and stand in bread lines during the Great Depression? Circle two sentences that tell why people lost their homes and built shantytowns. Underline two sentences that tell why people stood in bread lines.

Summary: The Great Depression

The Depression Years

In the late 1920s, businesses and factories began to close. People lost their jobs. Economic depression spread across the country and the world. This period in the 1930s became known as the Great Depression.

In California, the Great Depression affected many industries. Banks closed. Oil companies lost money. People had little money to spend. In 1932, farms made half as much money as three years earlier. Many farmers lost their land. As banks and businesses closed, unemployment rose. By 1932, more than one-fourth of the state's workforce had no work. Without jobs people lost their homes.

By 1934, the country was also suffering from the worst drought in its history. Farmland in many states was ruined, soil dried up, and terrible dust storms turned the sky black and covered everything in dirt. The region most affected by the drought was called the Dust Bowl. As farms in the Dust Bowl failed, hundreds of thousands of people headed to California hoping for work and a new beginning.

The New Deal

Life in California was difficult for migrants. Jobs were scarce. The migrants in California were called Okies, because so many were from Oklahoma. John Steinbeck wrote a famous novel about the migrants, *The Grapes of Wrath*. When Franklin D. Roosevelt became president in 1932, he convinced Congress to pass new laws. His plan for recovery, called the New Deal, helped keep banks in business and protect people's savings. The New Deal created programs to put people back to work. The Works Progress Administration (WPA) employed millions of citizens to build bridges, schools, dams, and roads. In California, the WPA paid workers to build hiking trails in national parks. One of the biggest New Deal projects in California was the Central Valley Project. Over several decades, workers built dams and canals to control water for farmers. The Shasta Dam helped turn the Central Valley into a rich farming area. But it destroyed important wetlands, a natural habitat of birds and fish.

Before You Read

Find and underline each vocabulary word.

depression *noun*, a time when many people can't find work and businesses close

unemployment *noun*, not having a job

drought *noun*, a long, dry period with little or no rain

After You Read

REVIEW Why did some people move to California during the Great Depression? Circle the sentence that tells why people moved to California.

REVIEW What was the Works Progress Administration? Highlight the sentence that explains what the WPA did.



ROSA PARKS TEXTBOOK

Author and educator Herbert Kohl surveyed how more than 20 history textbooks told the story of Rosa Parks' refusal to give up her seat on December 1, 1955. Here, he writes the standard story told by these textbooks.

"Rosa was tired: The story of the Montgomery bus boycott"

Rosa Parks was a poor seamstress. She lived in Montgomery, Alabama, during the 1950s. [In] those days there was still segregation in parts of the United States. That meant that African Americans and European Americans were not allowed to use the same public facilities such as restaurants or swimming pools. It also meant that whenever it was crowded on the city buses African Americans had to give up seats in front to European Americans and move to the back of the bus.

One day on her way home from work Rosa was tired and sat down in the front of the bus. As the bus got crowded she was asked to give up her seat to a European American man, and she refused. The bus driver told her she had to go to the back of the bus, and she still refused to move. It was a hot day, and she was tired and angry, and became very stubborn.

The driver called a policeman, who arrested Rosa.

When other African Americans in Montgomery heard this they became angry too. So they decided to refuse to ride the buses until everyone was allowed to ride together. They boycotted the buses.

The boycott, which was led by Martin Luther King Jr., succeeded. Now African Americans and European Americans can ride the buses together in Montgomery.

Rosa Parks was a very brave person.

Source: Herbert Kohl (2005). *She Would Not Be Moved*. New York: The New Press. pp. 7-8.

Historical Thinking Skills to Use When Examining Text

Sourcing - Who wrote the document? When? Why? How might the author's purpose and perspective help us understand the information provided or viewpoint expressed in the document?

Corroborating - How does the document fit with other sources? Identify sources that either support or challenge the claims made by the document.

Contextualizing - What else was happening when the document was created? How may that context have affected the information or argument presented in the source? (think about time and place)

Close reading - Identify the arguments being presented, and how the author makes his or her claims.

Identifying the subtext - What event or viewpoint is the author responding to or debating? How might these factors have shaped the author's purpose, and how is this intention reflected in the document itself?

This is for Monday, December 5, 1955

Another Negro woman has been arrested and thrown into jail because she refused to get up out of her seat on the bus for a white person to sit down.

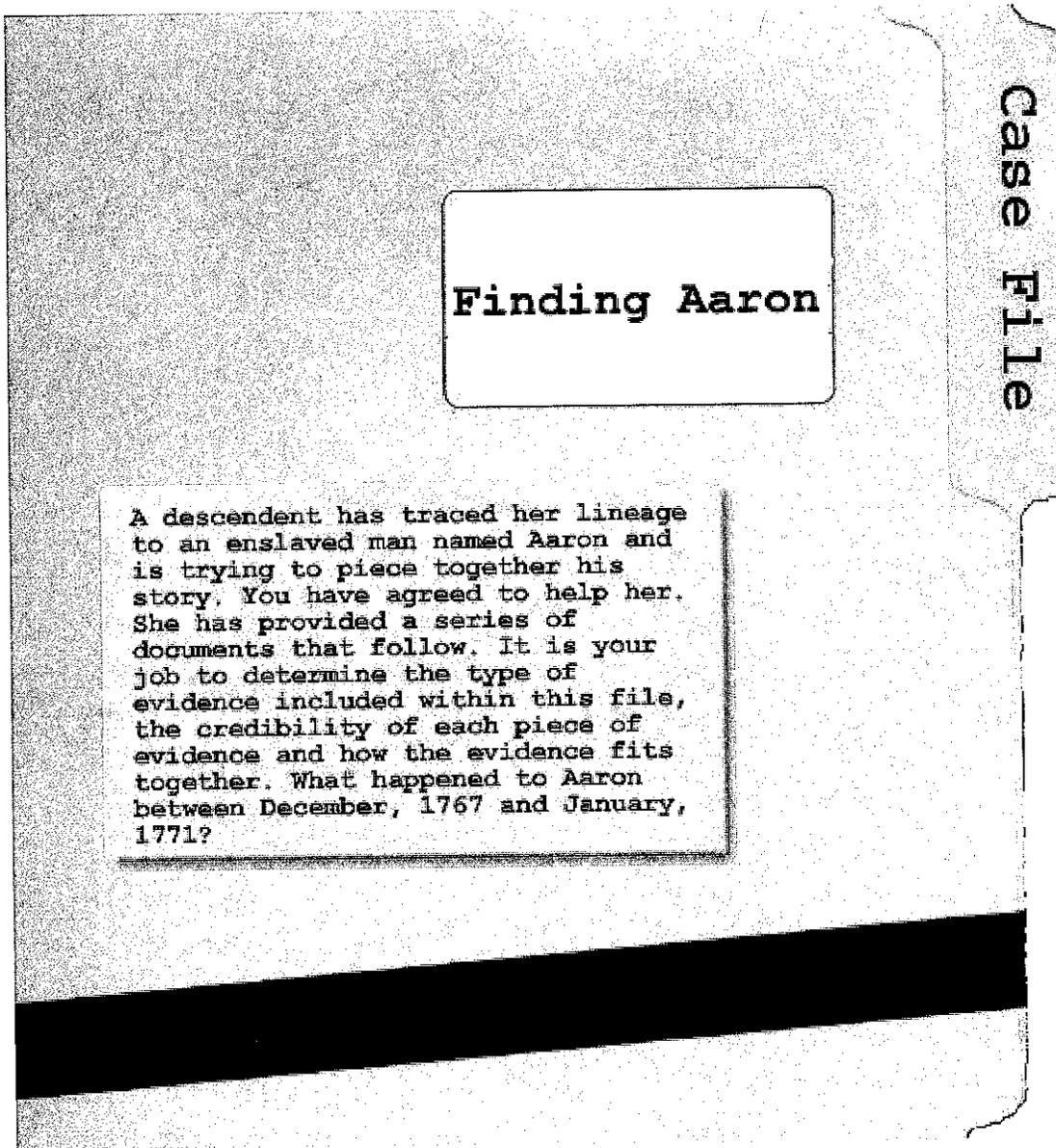
It is the second time since the Claudette Colbert case that a Negro woman has been arrested for the same thing. This has to be stopped.

Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

This woman's case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to town, to school, or anywhere on Monday.

You can afford to stay out of school for one day if you have no other way to go except by bus.

You can also afford to stay out of town for one day. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off of all buses ~~Monday~~.



H.S.I. Historical Scene Investigations

In partnership with the College of William & Mary School of Education, University of Kentucky School of Education, and the Library of Congress Teaching with Primary Sources Program.

Link for H.S.I. home page <http://web.wm.edu/hsi/?svr=www>;

Link to "About H.S.I." page <http://web.wm.edu/hsi/about.html>;

Link to Finding Aaron http://web.wm.edu/hsi/cases/aaron/aaron_preview.html

Teacher Notes:

Introduction to Case:

In this case, students follow the life and escape attempts of an enslaved man named Aaron over the course of four years. Students utilize runaway slave advertisements from the Virginia Gazette from 1767 to 1771 to track multiple escapes by Aaron and the quest of his masters to recapture him. Although the evidence paints only a partial picture of Aaron's life, students are challenged to a plausible explanation of what happened to Aaron between December, 1767 and January, 1771. Indicate whether you were satisfied with the evidence and list any additional questions that have been left unanswered through your investigation.

Acknowledgements:

The investigation, "Finding Aaron" was inspired by an exercise Dr. Stephanie van Hover, Social Studies professor at the Curry School at the University of Virginia, uses in her methods classes.

The ads can be found in The Virginia Center for Digital History (VCDH) project, "[Virginia Runaways](#)". The website houses a searchable digital database in which researchers can find runaway and captured slave and servant advertisements from 18th-century Virginia newspapers.

Standards:

NCSS Theme II: Time, Continuity and Change

Focus on reading and reconstructing the past to:

1. include various perspectives on historical events;
2. draw upon historical knowledge during the examination of social issues;
3. develop the habits of mind that historians and scholars employ.

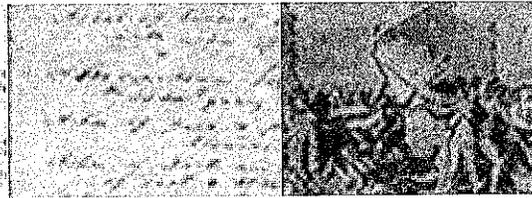
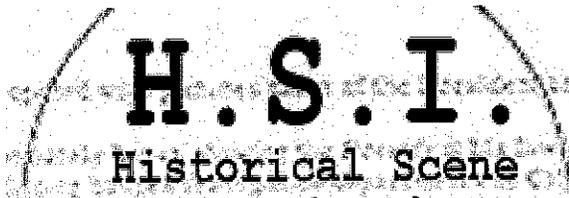
National Center for History in the Schools

Standard 2: Historical Comprehension

Standard 3: Historical Analysis and Interpretation

Standard 4: Historical Research Capabilities

Standard 5: Historical Issues-Analysis and Decision-Making



Finding Aaron

Becoming a Detective

A descendent has traced her lineage to an enslaved man named Aaron and is trying to piece together his story. You have agreed to help her. She has provided a series of documents that follow. It is your job to determine the type of evidence included within this file, the credibility of each piece of evidence and how the evidence fits together. Finally, you will be asked to come up with a plausible explanation of what happened to Aaron between December, 1767 and January, 1771 and how you came to that particular conclusion.

Investigating the Evidence

- Document A: *Virginia Gazette* December 17, 1767
- Document B: *Virginia Gazette* April 28, 1768
- Document C: *Virginia Gazette* December 22, 1768
- Document D: *Virginia Gazette* Nov. 2, 1769
- Document E: *Virginia Gazette* Jan. 3, 1771
- Document F: *Virginia Gazette* Jan. 10, 1771

Searching for Clues

Please answer the following questions about each document or download the formatted Case File ([Word Format](#) | [PDF Format](#)).

1. What type of documents are these? Who wrote the documents? To whom were the documents written?
2. When was each document written? Provide a summary of each document.
3. What questions did you ask yourself as you were reading through the ads?
4. Why do you think the documents were written?
5. Put together a description of Aaron based on the texts. Cite with quotation marks when using the direct text.
6. Who was Henry Randolph? John Randolph? Given the evidence and

prior knowledge, make your best estimate and explain how you came to that conclusion.

7. What do you think happened to Aaron? Why? What are these conclusions based upon?
8. What role did the courts play in this case?
9. Based on this investigation and what you know about the process of history, what are some difficulties historians face in reconstructing history?

Cracking the Case

Based on your analysis of the eight documents and citing evidence to support your answer, please write a plausible explanation of what happened to Aaron between December, 1767 and January, 1771. Indicate whether you were satisfied with the evidence and list any additional questions that have been left unanswered through your investigation.

Document A

Virginia Gazette December 17, 1767

RUN away from the subscriber, a Mulatto fellow named AARON, about 5 feet 10 inches high, about 19 years old, and marked on each cheek IR. Whoever brings the said fellow to the subscriber, in Chesterfield, shall have Forty Shillings reward, besides what the law allows. HENRY RANDOLPH

Document B

Virginia Gazette April 28, 1768

Chesterfield county, April 18 RUN away from the subscriber, on Wednesday the 23d of December last, a Mulatto fellow named Aaron, about 5 feet 10 inches high, 19 or 20 years old, and marked on each cheek, I.R. though the letters are not very plain; the said fellow calls himself Aaron Griffin, as I understand, and he passes by that name as a freeman. All masters of vessels are desired to be careful not to carry him out of the colony, as they may depend on being prosecuted with rigour, if it can be proved. Whoever secures him, and delivers him to me, shall receive five pounds reward, if taken in this colony, and ten pounds if taken in any other. HENRY RANDOLPH.

Document C

Virginia Gazette December 22, 1768

RUN away from the subscriber, the 13th of October last, a Negro fellow called AARON, about 5 feet 11 inches high, about 20 years of age, of a yellow complexion, is a spare made fellow, and has been branded on each cheek IR, though not plain. Whoever conveys the said Negro to the subscriber, in Chesterfield county, shall have FIVE POUNDS reward. HENRY RANDOLPH.

Document D

Virginia Gazette Nov. 2, 1769

RUN away from the subscriber, two Negro men, viz. SAM, about 30 years of age, branded on his cheek R. AARON, about 21 years of age, has been branded with the same brand as Sam, but it is almost worn out. They are both of a lowerish complexion. Whoever apprehends the said Negroes, and brings them to me in Amelia, or to Henry Randolph in Chesterfield, shall have 5 lb. reward. JOHN RANDOLPH.

Document E

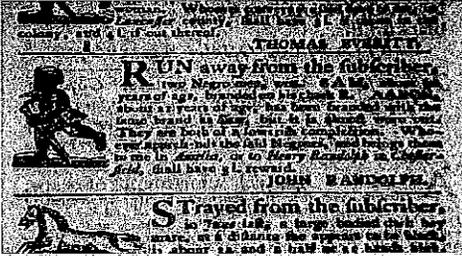
Virginia Gazette Jan. 3, 1771

RUN away from the Subscriber, in Chesterfield, on the 30th of June last, a Mulatto Man Slave named AARON, who brought suit against my Father (Henry Randolph) in the General Court, for his Freedom, in the name of Aaron Griffin. The Suit was determined last October Twelvemonth in my Father's Favour, though probably the said Fellow may change his Name and endeavour to pass for a Freeman, as many of his Colour got their Freedom that Court. He is two and twenty Years of Age, about five Feet nine or ten Inches high, and marked on each Cheek IR, the Letters very dull; he has straight Hair, and a very remarkable Set of Teeth, which ride one above another. The said Fellow is outlawed. Whoever brings me his Head shall have TEN POUNDS reward; and if brought alive, or secured so that I get him, FIVE POUNDS. JOHN RANDOLPH. N.B. All Masters of Vessels are forewarned from carrying any such Fellow out of the Country.

Document F

Virginia Gazette Jan. 10, 1771

RUN away from the subscriber living in Chesterfield county, on the 30th of last June, a mulatto man slave named AARON, who brought suit against my father, Henry Randolph, in the General Court, for his freedom, in the name of Aaron Griffing, but the suit was detemined last October was twelve months in my father's favour, though probably the said fellow may change his name, and endeavour to pass for a freeman, as many of his colour got their freedom that court. The said fellow is 22 years of age, is about 5 feet 9 or 10 inches high, marked on each cheek I. R. the letters are very dull, has strait hair, and a very remarkable set of teeth, which ride one above another. The said fellow is now out-lawed. Whoever brings his head, separate from his body, shall have TEN POUNDS reward, and if brought alive, or secured so that I may get him, FIVE POUNDS.



Finding Aaron

Detective's Log

What type of documents are these?

	When was it written?	Who wrote it?	Who was it written to?	Questions you asked as you were reading?
Document A Summary –				
Document B Summary –				
Document C Summary –				
Document D Summary –				
Document E Summary –				
Document F Summary –				

Why do you think the documents were written?

Put together a description of Aaron based on the six documents citing specific evidence from the documents.

Who was Henry Randolph? Who was John Randolph? Given the evidence make an inference, and explain how you came to that conclusion.

What do you think happened to Aaron? Why? What are these conclusions based upon? Cite evidence from the documents.

What role did the courts play in this case?

Based on this investigation and what you know about the process of history, what are some difficulties faced by historians when reconstructing the past?

Cracking the Case (on your own notebook paper)

Based on your analysis of the eight documents and citing evidence to support your answer, please write a plausible explanation of what happened to Aaron between December, 1767 and January, 1771. Indicate whether you were satisfied with the evidence and list any additional questions that have been left unanswered through your investigation.

Reading Standards for Literacy in History/Social Studies 6-12

RH

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Grades 9-10 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grades 11-12 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9–10 students:

1. Write arguments focused on discipline-specific content.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.

Grades 11–12 students:

1. Write arguments focused on discipline-specific content.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8 students:

Grades 9-10 students:

Grades 11-12 students:

2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.	Establish and maintain a formal style and objective tone.	e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3.	(See note; not applicable as a separate requirement)	3.	(See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

WASH

Production and Distribution of Writing

Grades 6-8 students:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Grades 9-10 students:

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, focusing on addressing what is most significant for a specific purpose and audience.

Grades 11-12 students:

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, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

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Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Q and A about the College, Career, and Civic Life (C3) Framework for Social Studies State Standards

The C3 Framework for Social Studies State Standards will soon be released. At the request of Social Education, NCSS President-Elect Michelle Herczog, who participated in the development of the C3 Framework, has provided the following Q and A for our readers. Interviews with Susan Griffin, NCSS executive director and chair of the C3 Framework Task Force of Professional Organizations, and Kathy Swan, C3 project director and lead writer, follow this feature.

Michelle Herczog

What is the C3 Framework?

The result of a three-year, state-led collaborative effort, the C3 Framework will soon be published. Its full title is *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*.

The C3 Framework was developed to serve two audiences: for states to upgrade their state social studies standards, and for practitioners—local school districts, schools, teachers and curriculum writers—to strengthen their social studies programs. Its objectives are to (1) enhance the rigor of the social studies disciplines; (2) build the critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens; and (3) align academic programs in social studies to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

What are the guiding principles?

The C3 Framework is driven by the following shared principles about high

quality social studies education:

- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines.
- Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

What are the instructional shifts for social studies?

The C3 Framework, like the Common

Core State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions highlighted in the table, center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the twenty-first century.

Connections to the Common Core State Standards

The C3 Framework changes the conversation about literacy instruction in social studies by creating a context that is meaningful and purposeful. The Framework emphasizes the building of disciplinary literacy in social studies subjects, and the development of the skills of reading, writing, language, speaking, and listening that are essential for success in social studies and prepare

C3 Framework Organization			
Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

The C3 framework includes appendices on psychology, sociology, and anthropology.

students for college, career, and civic life. Each of the Four Dimensions is strategically aligned to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

Connections to the National Social Studies Standards

The C3 Framework was purposefully designed to offer guidance for state social studies standards, not to outline specific content to be delivered. For states utilizing the C3 Framework, the ten themes of the 2010 NCSS *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* will be useful for the process of identifying specific content to be delivered and concepts to be acquired. The four dimensions of the inquiry arc in the C3 Framework correspond well with four sets of learning expectations presented in the *National Curriculum Standards for Social Studies*

- Questions for Exploration
- Knowledge: what learners need to understand
- Processes: what learners will be capable of doing
- Products: how learners demonstrate understanding

Why do we need the C3 Framework?

A number of motivating factors inspired this work:

Marginalization of the Social Studies. The loss of instructional time at the

elementary level and the narrowing of instruction in response to multiple-choice high-stakes testing has significantly impacted time, resources, and support for the social studies. The introduction of the Common Core Standards provided an *opportunity* for social studies educators to re-frame instruction to promote disciplinary literacy in social studies in such a way as to allow social studies to regain a more balanced and elevated role in the K-12 curriculum.

Motivation of Students. Children and adolescents are naturally curious about the complex and multifaceted world they inhabit. But they quickly become disengaged when instruction is limited to reading textbooks to answer end-of-chapter questions and taking multiple-choice tests that may measure content knowledge but do little to measure how knowledge is meaningful and applicable in the real world. The C3 Framework addresses this issue in fundamental ways.

The Future of Our Democracy. Abundant research bears out the sad reality that fewer and fewer young people, particularly students of color and students in poverty, are receiving a high quality social studies education, despite the central role of social studies in preparing students for the responsibilities of citizenship. Active and responsible citizens are able to identify and analyze public problems, deliberate with other people about how to define and address issues, take constructive action together, reflect on their actions, create and sustain groups, and influence institutions both large and small. They vote, serve

on juries when called, follow the news and current events, and participate in voluntary groups and efforts. Implementing the C3 Framework to teach students to be able to act in these ways—as citizens—significantly enhances their preparation for college and career.

Collaboration is Key

For these reasons and more, thousands of social studies experts, curriculum specialists, teachers, and scholars from across the nation and the following organizations were involved in the development of the C3 Framework. ●

C3 Framework Task Force of Professional Organizations

American Association of Geographers
 American Bar Association
 American Historical Association
 Campaign for the Civic Mission of Schools
 Center for Civic Education
 Constitutional Rights Foundation Chicago
 Constitutional Rights Foundation USA
 Council for Economic Education
 National Council for Geographic Education
 National Council for History Education
 National Council for the Social Studies
 National Geographic Society
 National History Day
 Street Law, Inc.
 World History Association

The following NCSS Affiliate Groups contributed to the C3 Framework

Council of State Social Studies Specialists
 National Social Studies Supervisors Association
 College and University Faculty Assembly
 International Assembly

MICHELLE HERCZOG is president-elect of National Council for the Social Studies. She is the History-Social Science Consultant for the Los Angeles County Office of Education in Downey, California.

Glossary Terms for Grades 6-12 Argumentative Writing

Claim: a statement that you are asking the other person to accept. This includes information you are asking them to accept as true or actions you want them to accept and enact. It may also be called the thesis or proposition.

A claim answers the question: "What is the author trying to prove?"

Evidence: the reasons, facts, and data that are used to support the claim. It may be also called grounds, premises, backing, or proof.

The evidence answers the question: "What information is the author providing to convince me of his or her claim?"

Counterclaim: the argument or opposition to the author's claim. It may also be referred to as the counter-argument.

The counterclaim answers the questions: "What can the opposition say to negate the claim of the author? What are other possible views?"

Rebuttal: the response or argument to the counterclaim.

The rebuttal answers the question: "How does the author respond to the claims or assertions of the opposition?"

Refutation: the process of acknowledging a counterargument and providing a strong rebuttal.

CCSS INSTRUCTIONAL PRACTICE GUIDE



LITERACY
IN HISTORY
/ SOCIAL
STUDIES
GRADES 6-12
DAILY

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in History/Social Studies look like in planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for Literacy in History/Social Studies (corestandards.org/ELA-Literacy/)

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:
A. Text-based instruction engages students in reading, speaking, or writing about text(s).	<p>1 _____ 2 _____ 3 _____ 4 _____</p> <p>There is no text under consideration in this lesson.</p> <p>A text for multiple texts is directly addressed in this lesson.</p>	
B. The text(s) are at or above the complexity level expected for the grade and time in the school year. ²	<p>1 _____ 2 _____ 3 _____ 4 _____</p> <p>The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.</p> <p>The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.</p>	
C. The text(s) are clear and build knowledge relevant to the content being studied.	<p>1 _____ 2 _____ 3 _____ 4 _____</p> <p>The quality of the text(s) is low – they are unclear and are not relevant to the content being studied.</p> <p>The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.</p>	

¹ Refer to Common Core Shifts at a Glance (achievethecore.org/ELA/Shifts/) for additional information about the shifts required by the CCSS.

² Refer to achievethecore.org/ela-literacy-common-core/shift-complexity/ for text complexity resources.

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:								
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Questions and tasks do not refer directly to the text and instead elicit opinion answers.</td> <td>Questions and tasks repeatedly return students to text to build understanding.</td> <td></td> <td></td> </tr> </table>	1	2	3	4	Questions and tasks do not refer directly to the text and instead elicit opinion answers.	Questions and tasks repeatedly return students to text to build understanding.			
1	2	3	4							
Questions and tasks do not refer directly to the text and instead elicit opinion answers.	Questions and tasks repeatedly return students to text to build understanding.									
B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Questions and tasks can be answered without reference to evidence from the text or data.</td> <td>Questions and tasks require students to cite evidence from the text or data.</td> <td></td> <td></td> </tr> </table>	1	2	3	4	Questions and tasks can be answered without reference to evidence from the text or data.	Questions and tasks require students to cite evidence from the text or data.			
1	2	3	4							
Questions and tasks can be answered without reference to evidence from the text or data.	Questions and tasks require students to cite evidence from the text or data.									
C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Questions and tasks do not explicitly require use of academic or domain-specific language.</td> <td>Questions and tasks intentionally support students in developing facility with academic and domain-specific language.</td> <td></td> <td></td> </tr> </table>	1	2	3	4	Questions and tasks do not explicitly require use of academic or domain-specific language.	Questions and tasks intentionally support students in developing facility with academic and domain-specific language.			
1	2	3	4							
Questions and tasks do not explicitly require use of academic or domain-specific language.	Questions and tasks intentionally support students in developing facility with academic and domain-specific language.									
D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry and analysis.	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Questions do not follow a clear sequence or are all at the same level or depth.</td> <td>Questions are sequenced to support and challenge students in deep examination of the text.</td> <td></td> <td></td> </tr> </table>	1	2	3	4	Questions do not follow a clear sequence or are all at the same level or depth.	Questions are sequenced to support and challenge students in deep examination of the text.			
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Questions do not follow a clear sequence or are all at the same level or depth.	Questions are sequenced to support and challenge students in deep examination of the text.									

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED	Notes:
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/ or write about demanding grade-level text(s).	1 2 3 4	
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	1 2 3 4	
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	1 2 3 4	
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	1 2 3 4	

Scale:
 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
 2 = The teacher provides students opportunity inconsistently and few students demonstrate the behavior.
 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

The tool is for use by teachers, those providing support to teachers, and others working to implement the CCSS for English Language Arts and Literacy - It is not designed for use in evaluation. The guide is intended for use in conjunction with the CCSS Instructional Practice Guide. Support for Reflection Over the Course of the Year; both tools are available at achievethecore.org/instructional-practice. To the extent possible under law, we have waived all copyright and related or neighboring rights to this work. Any and all components may be customized to meet the needs of any audience - they may be modified, reproduced, and disseminated without prior permission.

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge
 - Prerequisite relationships
 - Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development
 - Learning process
 - Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom
 - To extend content knowledge
 - For students
- 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes
 - Criteria and standards
 - Formative assessments
 - Use for planning

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
 - About instructional program
 - About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school projects
 - Involvement in culture of professional inquiry
 - Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school/district regulations

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations
 - Monitoring behavior
 - Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and resources

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments
 - Student groups
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

CLARIFYING

Clarifying communicates that the listener has...

HEARD what the speaker said **BUT** does **NOT** fully **UNDERSTAND** what was said.
Clarifying involves ASKING A QUESTION (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

- Say a little more about...?
- Can you clarify what you mean by ...?
- Share an example of ...
- So, are you saying/suggesting...?
- In what ways is that idea like (or different from) ...
- When you say _____, what meaning does that have for you?

INSTRUCTIONAL STEMS

- What we know is...
- The research around this shows that...
- A couple of things to keep in mind...
- Some teachers have tried....
- There are number of approaches...
- Sometimes it's helpful if...

PARAPHRASING

Paraphrasing communicates that the listener has...

HEARD what the speaker said, **UNDERSTOOD** what was said, and **CARES**

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

- So ...
- In other words ...
- You are saying ...
- You are feeling ...
- Your opinion is ...
- You're considering several things ...
- A value or belief you have ...

NON JUDGMENTAL RESPONSES

- Build trust**
- Promote an internal locus of control**
- Encourage self-assessment**
- Develop autonomy**
- Foster risk-taking**
- Possible examples:**
 - Identify what worked and why
 - When you _____ the student really _____
 - Encourage _____
 - It sounds like you have a number of ideas to try out! It'll be exciting/interesting/great to see which works best for you!
 - Ask the teacher to self-assess
 - How do you think the lesson went and why?

SUGGESTION STEMS

One thing we've learned/noticed is...

A couple of things to keep in mind...

Several/some teachers have tried a couple of different things in this sort of situation and maybe one might work for you...

What effective teachers seem to know about _____ is _____

Something/some things to keep in mind when dealing with ...

Something you might consider trying is....

There are a number of approaches...

Sometimes it's helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?

To what extent might that be effective in your situation/with your students?

What do you imagine might happen if you were to try _____ with your class?

Which of these ideas might work best in your classroom (with your students)?

MEDIATIONAL QUESTIONS

HYPOTHESIZE what might happen

ANALYZE what worked and what didn't

IMAGINE possibilities

COMPARE AND CONTRAST what was planned with what happened:

What might be some other ways ...?

What would it look like if ...?

What might happen if you ...?

What do you consider when you decide ...?

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples **ONLY** and not meant to provide an exhaustive list.

Domain 1: Planning and Preparations

- a. Knowledge of Content and Pedagogy
 - Standards/Pacing Guides with notations
 - Task Analysis of Prerequisite Skills
 - Research Articles on Content & Pedagogical Approaches
 - Lesson Plans
 - Units of Study
 - Pre-Conference
- b. Knowledge of Students
 - Data Analysis/Test Scores/Data Notebook
 - Child Development Research
 - Child Development Charts
 - Student Learning Profiles
 - Surveys and Inventories (interest, learning styles, etc.)
 - Assessments (reading, language, content, etc.)
 - IEPs, ALPs, 504 Modification Plans
 - Pre-Conference
- c. Selecting Instructional Outcomes
 - Standards/Goals/Pacing Guides
 - Matrix or Spreadsheet for Tracking Different Instruction
 - Units of Study
 - IEPs, Modification Plans
 - Differentiation Plan
- d. Knowledge of Resources
 - Internet Usage Report/Log
 - Virtual Tours Report/Log
 - Sign-in Computer Lab
 - In-class Library Listing
 - Guest Speaker & Guests Log
 - Parent Partner List
 - Resource Log
- e. Designing Coherent Instruction
 - Lesson Plans
 - Units of Study
 - Pacing Guides/Instructional Maps
 - Modification Plans
 - Grouping Matrix
- f. Designing Student Assessments
 - Lesson Plans
 - Example Assessments
 - Rubrics
 - Checklists
 - Modification Plans
 - Self-Assessment and Peer-Assessment Instruments
 - Assessment Matrix
 - Various Formative Assessments
 - Student Progress Template

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples **ONLY** and not meant to provide an exhaustive list.

Domain 2: Classroom Environment

- a. Creating Environment of Respect and Rapport
 - Action Plan
 - Respect Worksheets/Activities
 - Lesson Plans with Activities that Reflect Students' Interest
- b. Establishing a Culture for Learning
 - Mission Statement
 - Class Motto
 - Norms/Rules
 - Student Assignment Revision Checklist
 - Peer Review Worksheet
 - Student Incentives
 - Performance Management/Action Planning and Reflection
 - Lesson Plans
- c. Managing Classroom Procedures
 - Rubric for Working as a Group
 - Grouping Plan
 - Classroom Transition Plan
 - Materials and Supplies Management Plan
 - Homework Policy/Plan/Procedures/Folder
 - Teaching Routine Checklist
 - Procedure/Routine for Non-Instructional (Poster or Checklist)
 - Volunteer/Para-Professional Check-in/Sign-in
 - Volunteer/Para-Professional Agenda/Plan/Activities
- d. Managing Student Behavior
 - Behavior Management Plan
 - Posted Rules/Norms
 - Code of Conduct
 - Office Referrals
 - Parent Contact Log with Notations of Behaviors
 - Student Behavior Checklists
- e. Organizing Physical Space
 - Safety Checklist
 - Drawing of Room Arrangement

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples **ONLY** and not meant to provide an exhaustive list.

Domain 3: Instruction

- a. Communicating with Students
 - Lesson Plans
 - Units of Study
 - Graphic Organizers
 - Expectations for Learning Charts
 - Printed Directions and Procedures
 - Modification Plans
 - Examples of Student Presentations/Plans
 - Teacher's Peer-Review Report/Feedback
- b. Using Questions & Discussion Techniques
 - Lesson Plans
 - List of Questions for each Lesson
 - Examples of Student Questions
 - Self-Assessment of Questioning Strategies Checklist/Template
 - Norms/Guidelines for Student Discussion/Participation
 - Discussion Rubric
 - Student Participation Checklist
 - Units of Study
- c. Engaging Students in Learning
 - Lesson Plans
 - Differentiation Plan
 - Assignments (Problem-based, Enrichment, Differentiated, Extension)
 - Learning Contracts
 - Student Engagement Checklist
 - Alternative Project Proposal
 - Grouping Plan
 - Units of Study
- d. Using Assessment in Instruction
 - Printed Assessment Criteria
 - Student-made Assessment Example(s)
 - Examples of Variety of Assessments (Formative & Summative)
 - Rubrics
 - Self-Reflection/Assessment Instrument
 - Examples of Written Feedback to Students
 - Exit Tickets
 - Lesson Plans
 - Units of Study
- e. Demonstrating Flexibility and Responsiveness
 - Lesson Plans
 - KWL
 - Rewards/Incentives
 - Teacher and/or Peer Observation Form

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 4: Professional Responsibility

- a. Reflecting on Teaching
 - Post-Conference
 - Lesson Reflection Questionnaire
 - Learning Logs
 - Action Planning and Reflection Chart
 - Lesson Plans
- b. Maintaining Accurate Records
 - Grades (hard copy and on-line)
 - Attendance Log
 - Assignment Checklist/Log
 - Homework Record
 - Student Progress Report
 - Report Cards
 - Permission Slips
 - Health Records/Requirements
 - Student Profile
 - Student Portfolios
 - Field Trip Brochure/Maps/Bus Information, Etc.
 - Volunteer File
 - Behavior Contracts
 - Notes Sent and Received from Home
- c. Communicating with Families
 - Contact Log
 - Web Site
 - Notes Sent and Received from Home
 - Newsletters
 - Syllabus
 - Paren/Teacher Conference Record
 - Parent Night Sign-in and Agenda
- d. Participating in a Professional Community
 - PLC Meeting Agendas/Minutes
 - Grade-Level or Content Meeting Agendas/Minutes
 - Study Group
 - Agendas/Assignments
 - School Project
 - Pictures/Plan/Outcomes
 - Portfolio of School-Related Participation
 - Teacher-Facilitated Professional Development
 - Profession Community Log
- e. Growing and Developing Professionally
 - Course Work Syllabus, Certificate and/or Transcript
 - Professional Development Log/Printout/Certificates
 - Individual Professional Growth Plan
 - Research Material Folder
- f. Showing Professionalism
 - Department Chair Verification
 - Committee Chair Verification
 - List of Tutors