



**COMMON CORE**  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

**ROE #3**

**Common Core Standards**

**English Language Arts**

**June 2011**



**Created by:**  
**COUNCIL OF CHIEF STATE SCHOOL**  
**OFFICERS (CCSSO)**  
**&**  
**NATIONAL GOVERNORS**  
**ASSOCIATION**

# Standards Development Process



- College and career readiness standards developed in summer 2009
- Based on the college and career readiness standards, K-12 learning progressions developed
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public
- Final Common Core State Standards released on June 2, 2010

# What are the Common Core State Standards?



- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – coordinated by NGA Center and CCSSO

# Why is this important?



- Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels
- All students must be prepared to compete with not only their American peers in the next state, but with students from around the world

# More Information



[www.corestandards.org](http://www.corestandards.org)

[http://www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm)



**STANDARDS FOR  
ENGLISH LANGUAGE ARTS  
&  
LITERACY IN HISTORY/SOCIAL STUDIES,  
SCIENCE, AND TECHNICAL SUBJECTS  
JUNE 2011**

# Design and Organization



## Major design goals

- Align with best evidence on college and career readiness expectations
- Build on the best standards work of the states
- Maintain focus on what matters most for readiness



# Design and Organization



## Three main sections

- K–5 (cross-disciplinary)
- 6–12 English Language Arts
- 6–12 Literacy in History/Social Studies, Science, and Technical Subjects

Shared responsibility for students' literacy development

## Three appendices

- A: Research and evidence; glossary of key terms
- B: Reading text exemplars; sample performance tasks
- C: Annotated student writing samples

# Design and Organization

A decorative graphic consisting of two concentric circles, with the outer circle being slightly larger than the inner one, positioned centrally below the title.

## Four strands

- Reading (including Reading Foundational Skills)
- Writing
- Speaking and Listening
- Language

An integrated model of literacy

Media requirements blended throughout

# Design and Organization



## College and Career Readiness (CCR) anchor standards

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

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

### College and Career Readiness Anchor Standards for Reading

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

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

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

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

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

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

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

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

# Design and Organization



## K–12 standards

- Grade-specific end-of-year expectations
- Developmentally appropriate, cumulative progression of skills and understandings
- One-to-one correspondence with CCR standards

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

### Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
<b>Key Ideas and Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>Integration of Knowledge and Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# Reading



## Comprehension (standards 1–9)

- Standards for reading literature and informational texts
- Strong and growing *across-the-curriculum* emphasis on students' ability to read and comprehend informational texts
- Aligned with NAEP Reading framework

## Range of reading and level of text complexity (standard 10, Appendices A and B)

- “Staircase” of growing text complexity across grades
- High-quality literature and informational texts in a range of genres and subgenres

# Reading Foundational Skills



## Four categories (standards 1–4)

- Print concepts (K–1)
  - Phonological awareness (K–1)
  - Phonics and word recognition (K–5)
  - Fluency (K–5)
- 
- Not an end in and of themselves
  - Differentiated instruction

# Writing



## Writing types/purposes (standards 1–3)

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives
  
- Strong and growing *across-the-curriculum* emphasis on students writing arguments and informative/explanatory texts
- Aligned with NAEP Writing framework

# Writing



## **Production and distribution of writing (standards 4–6)**

- Developing and strengthening writing
- Using technology to produce and enhance writing

## **Research (standards 7–9)**

- Engaging in research and writing about sources

## **Range of writing (standard 10)**

- Writing routinely over various time frames



# Speaking and Listening



## **Comprehension and collaboration (standards 1–3)**

- Day-to-day, purposeful academic talk in one-on-one, small-group, and large-group settings

## **Presentation of knowledge and ideas (standards 4–6)**

- Formal sharing of information and concepts, including through the use of technology

# Language



## **Conventions of standard English**

### **Knowledge of language (standards 1–3)**

- Using standard English in formal writing and speaking
- Using language effectively and recognizing language varieties

### **Vocabulary (standards 4–6)**

- Determining word meanings and word nuances
- Acquiring general academic and domain-specific words and phrases

# Key Advances



## Reading

- Balance of literature and informational texts
- Text complexity

## Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

## Speaking and Listening

- Inclusion of formal and informal talk

## Language

- Stress on general academic and domain-specific vocabulary

# Key Advances



## **Standards for reading and writing in history/ social studies, science, and technical subjects**

- Complement rather than replace content standards in those subjects
- Responsibility of teachers in those subjects

## **Alignment with college and career readiness expectations**

# Intentional Design Limitations



## What the Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready

# Conclusion



## **Standards: Important but insufficient**

- To be effective in improving education and getting all students ready for college, workforce training, and life, the Standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the Standards.

# Conclusion



## **The promise of standards**

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.



Questions?

Time for a break and time to move!!!

We will be changing tables and breaking into grade level groups.



# Explore the Core!



For each section, please list the following:

1. What you know you already teach.
2. Differences that stand out
3. Any “aha” moments you have!
4. Any questions that need further investigation.

Please choose a reporter and recorder.

Each grade level group will share.

# Time to start aligning!



- **Common Core Standards Template**
  - This is a simple design to help you get started.
  - It can be done using a single lesson or an entire unit.
  - You will have more than one Common Standard per lesson, unit, week, etc.
  - Student learning targets- Students should understand what they are expected **to know** and **be able to do** up front.
    - ✦ Some might have heard of using “I can” statements for students.
  - Instructional strategies- focus on higher order.
  - Assessment
    - ✦ Formative
    - ✦ Summative

# Thank you!



Contact information:

Jennifer Garrison

[jgarrison501@gmail.com](mailto:jgarrison501@gmail.com)

(618) 247-3233