WORTHINGTON ELA COMMON CORE TRANSITION

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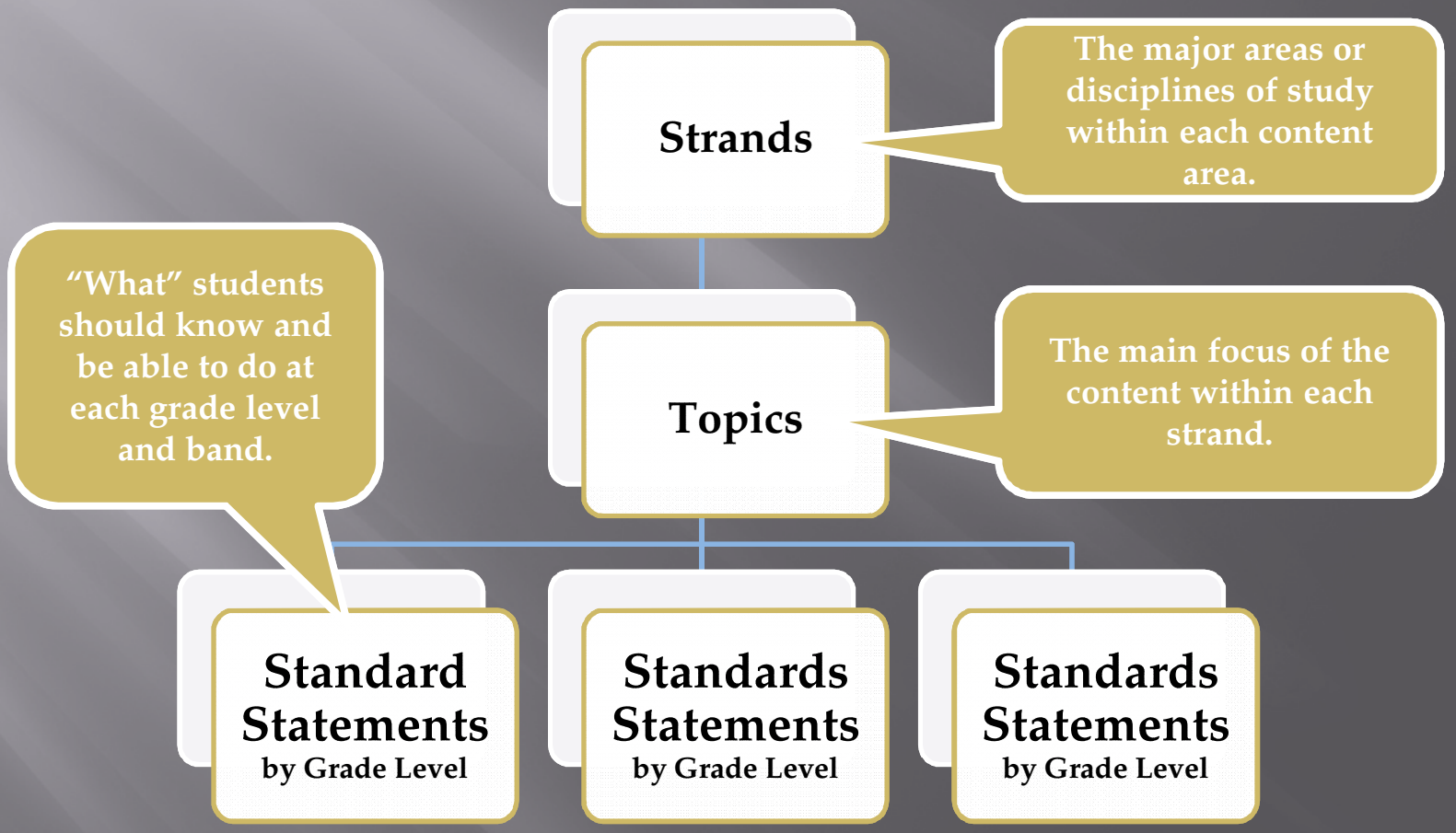
English Language Arts Common Core Standards

- Reading Strand
- Writing Strand
- Speaking and Listening Strand
- Language Strand

ELA Common Core Standards Framework



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ELA Common Core Format

Reading Standards for Literature 6–CCR

Following are the standards progressions for grades 6–CCR, which relate to their Colleg- instruction each year and help ensure students gain adequate exposure to a range of texts and tasks. Rigor is also [illegible] texts through the grades.

Grade 6 students are able to:	Grade 7 students are able to:	
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text. 2. Articulate how a theme or central idea develops over the course of a text. 3. Describe how the plot constructs a series of episodes that delineates a problem to be solved and how the problem requires characters to change, revise plans, or face challenges as they move toward a resolution.	1. Cite more than one source of textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text. 2. Infer themes not explicitly stated in a text and provide the evidence on which those inferences are based. 3. Describe shifts in time or location over the course of a novel or play and explain how elements of the setting reinforce the theme or other aspects of the work.	1. Cite [illegible] of what the text says explicitly as well as to draw inferences from the text. 2. Analyze how motifs, such as recurring images or events, contribute to the development of themes or overall meanings in a poem, drama, or narrative. 3. Describe how particular lines of dialogue or specific incidents in a drama or narrative propel the action, reveal aspe[illegible]
Craft and Structure		
4. Interpret words and phrases as they are used in the text, including figurative meanings, and analyze how an author's choice of specific words in a text contributes to understanding events, characters, and ideas. 5. Compare a poem with a conventional structure, such as a sonnet, to a free verse poem, considering such factors as meter and rhyme scheme. 6. Compare and contrast the viewpoints or perspectives of different characters in a narrative or drama.	4. Interpret words and phrases as they are used in the text, including connotative meanings, and describe in detail the impact of specific word choices on the meaning and tone of the text. 5. Describe how any given chapter, scene, or stanza fits into the overall structure of a narrative, drama, or poem and contributes to development of the plot or ideas presented. 6. Compare and contrast the internal conflicts that characters experience with external conflicts in the plot.	of n[illegible] they[illegible] 5. Exp[illegible] a no[illegible] chro[illegible] 6. Explain how dramatic irony, created by differences between what an audience (or reader) knows and what the characters know in a drama or narrative, produces suspense, anxiety, or humor.
Integration of Knowledge and Ideas		
7. Analyze how illustrations, diagrams, or multimedia elements contribute to the meaning of print and digital texts, including graphic novels or multimedia presentations of fiction. 8. Describe the reasoning and rhetoric one character uses to persuade another. 9. Compare similar ideas and themes (e.g., opposition of dark and light, the struggle for power) as well as character types and patterns of events in myths, creation stories, and other traditional literature from different cultures.	7. Examine the tools used to produce video, film, or theater (e.g., lighting, sound, pacing, color, camera angles) by comparing a written text to its staged or multimedia version. [illegible] conflicting viewpoints through characters and their interactions. 9. Examine specific cases in which modern fiction draws on patterns of story or character from traditional narratives (e.g., the hero and companions, the quest).	7. Analyze how a film or live production of a drama or narrati[illegible] mea[illegible] [illegible] poin[illegible] or s[illegible] 9. Ana[illegible] com[illegible] to histo[illegible] historical details have been emphasized or changed.
Range and Level of Complex Texts		
10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band; gain sustained practice with "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.

Strands

Topics

Standard Statement

Reading Standards for Literacy in Science and Technical Subjects 6–12 [RST]

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	**2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	**2.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	**5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).	**5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	**6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	**7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	**7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	**8.** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	**8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	**9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	**10.** By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 12, read and comprehend science/technical 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 [WHST]

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:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on *discipline-specific content*. a. 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. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Reading Shifts

- A new understanding of close reading
- A focus on considerations of text complexity
- The inclusion of literary nonfiction at grades 6-12

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Close Reading: How?

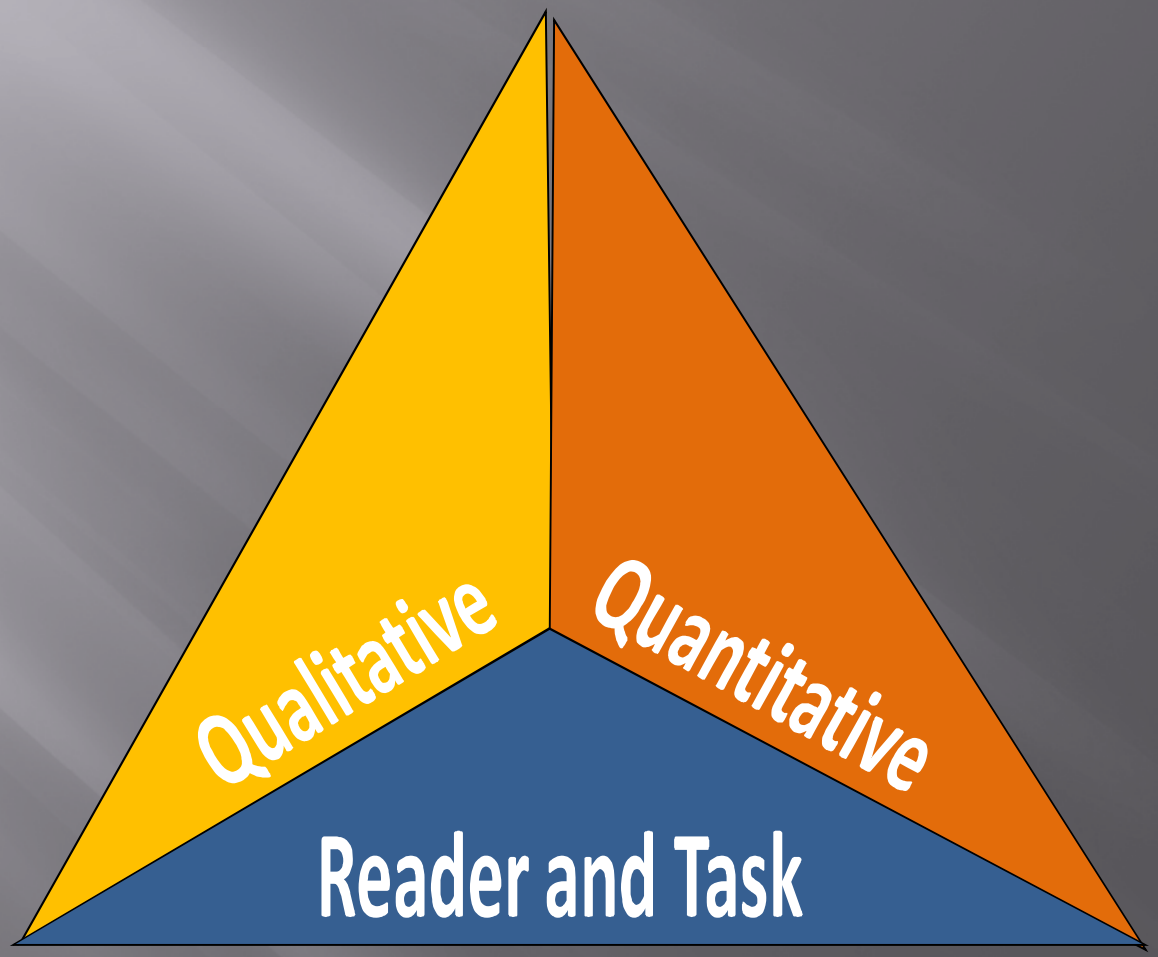
1. Allow them to read text to themselves.
2. Read text aloud to them so they can hear the language as it is meant to be heard.
3. Analyze text by using text-dependent discussion questions.
4. Discuss author's use of academic vocabulary.

Text Complexity: Why?

- Research shows a steady **decline** in the level of text complexity in classroom instruction over the last half century. (Appendix A, p.2)

- Research indicates that the demands of college, careers, citizenship place on readers have either **held steady or increased** over the last half century. (Appendix A, p. 1)

Text Complexity: How?



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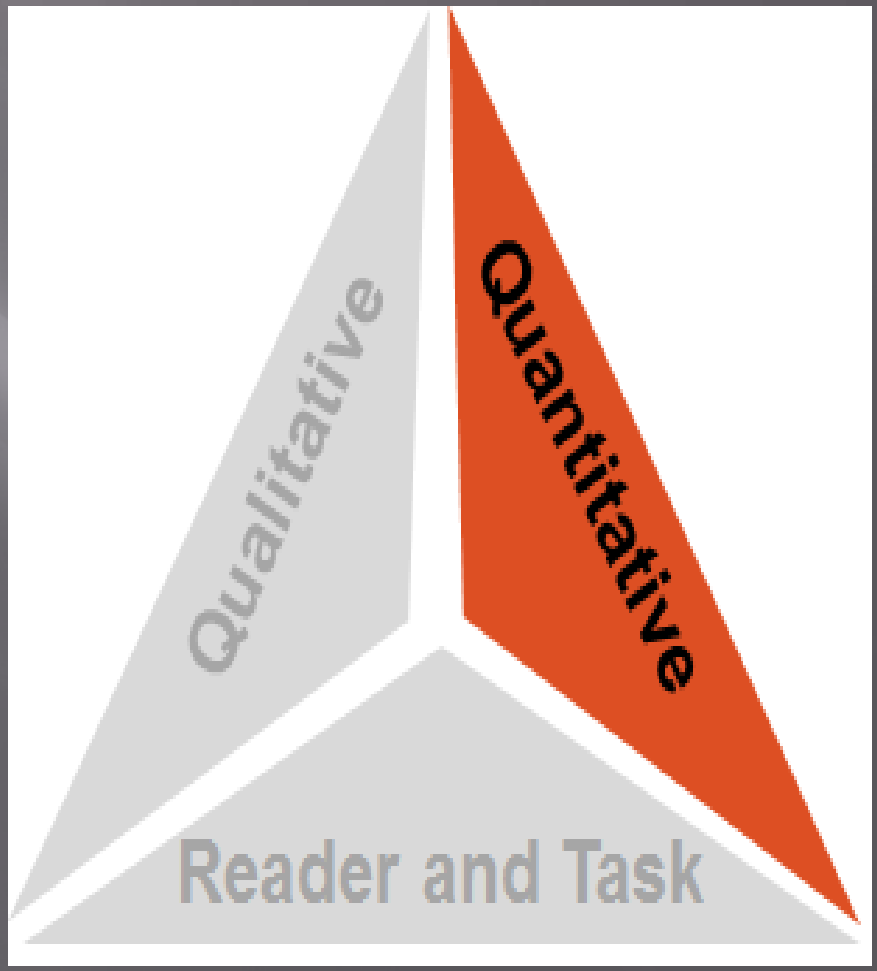
Quantitative Features of Text Complexity

Dimensions such as:

- **Word Frequency**
- **Sentence Length**
- **Word Length**
- **Text Length**
- **Text Cohesion**



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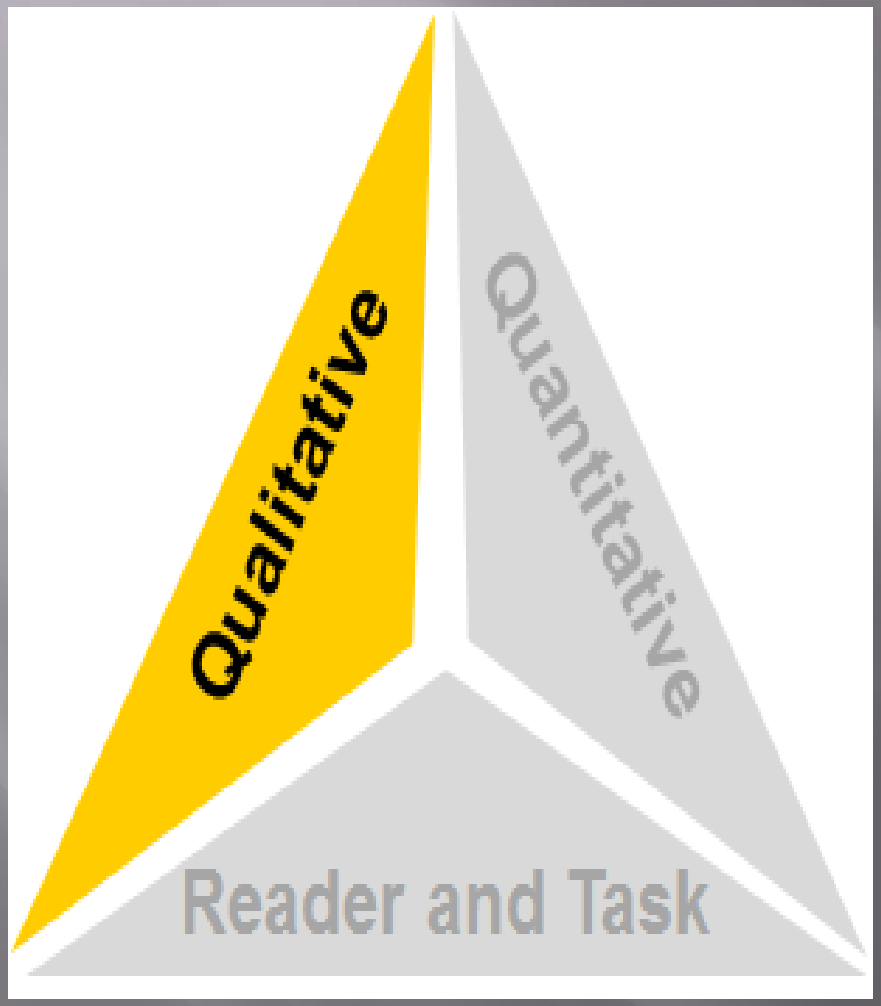
Qualitative Features of Text Complexity



Dimensions such as:

- **Levels of meaning**
- **Levels of purpose**
- **Structure/Organization**
- **Language conventionality**
- **Language clarity**
- **Prior knowledge demands**

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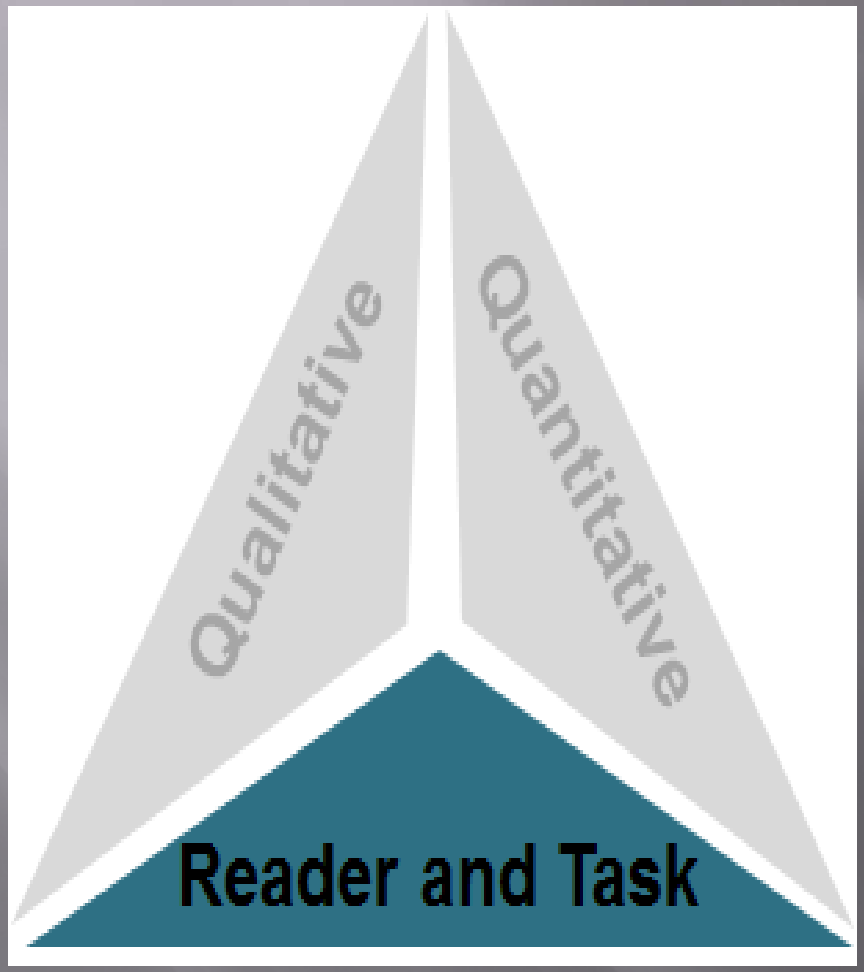
Reader and Task Consideration



Considerations such as:

- **Motivation**
- **Knowledge and experience**
- **Purpose for reading**
- **Complexity of task assigned regarding text**
- **Complexity of questions asked regarding text**

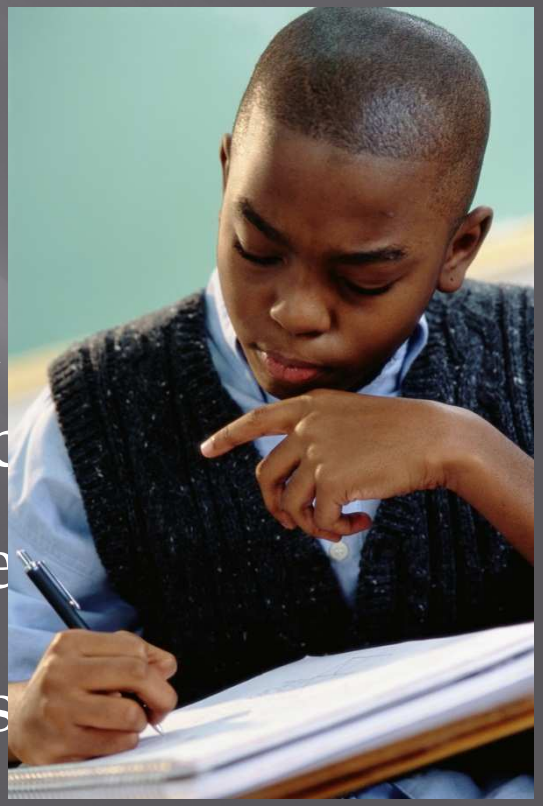
Literary Nonfiction: NAEP'S Definition

- May include elements of narration and exposition and is often referred to as mixed text
- Includes **essays; speeches**; opinion pieces, biographies; journalism; and **historical scientific or other documents** written for a broad audience
- It uses literary techniques usually associated with fiction or poetry and also presents information or factual material

Writing: Key shifts in English language arts

Writing Shifts

- Ability to respond to questions that are text dependent
- An increase in writing to sources
- Emphasis on writing that marshals arguments (using evidence, evidence, evidenc
- A significant increase in the amount of research writing (short and frequent projects



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What does it look like in grade 6?

Text Dependent	Non-Text Dependent
Analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life. [RI.6.3]	**Create a story in which the main character is on the underground railroad. What would life be like for this character?**

Research: Why?

The new assessments will assess the research standards.

Research: What?

- CCR.W.7

  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- Should have a meaningful, focused connection to the text (where possible)
- Should encourage students to read closely to compare concepts and synthesize ideas across multiple texts

Research as the Vehicle

Research projects allow for and promote:

- Close reading
- Increase in text complexity
- Increase in literary nonfiction
- Writing to sources
- Exposure to academic vocabulary
- Presentation skills (Speaking and Listening)

Research: How?

- Students should have multiple opportunities for research (short, as well as sustained projects).
- Students should **utilize multiple forms of technology** to produce, publish, and collaborate with others.

Language: Key shifts in English language arts

Vocabulary – What to teach

- Not all words have equal importance in language instruction.
- The CCSS considers three types of vocabulary words or three tiers of vocabulary – for teaching and assessing word knowledge.
- A word's frequency of use, complexity, and meaning determines into which tier it will fall.

Ten Guiding Principles for ELA Instructional Shift

1. Make close reading of texts central to lesson
2. Structure majority of instruction so all students read grade-level complex texts
3. Emphasize informational texts from early grades on
4. Provide scaffolding that does not preempt or replace text
5. Ask text-dependent questions

Ten Guiding Principles for Instructional Shifts

6. Provide extensive research and writing opportunities (claims and evidence)
7. Offer regular opportunities for students to share ideas, evidence, and research
8. Offer systematic instruction in vocabulary
9. Provide explicit instruction in grammar and conventions
10. Cultivate students' independence

Common Misconceptions

Distribution of Literary and Informational Text

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

These percentages represent the reading and writing that a student does **across the course of the entire day.**

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Appendices

Appendix A

- Explains the topic and standard statements that focus on **text complexity**
- Research supporting key elements of the standards
- Glossary of Key Terms

Appendices

Appendix B

Focuses on texts that can be used to meet the standards

- Text Exemplars
- Sample Performance Tasks

Appendices

Appendix C

Offers writing exemplars that highlight the standard statements

- Student writing exemplars

An Integrated Model of Literacy

"We acquire knowledge and thinking skills best when we learn them reciprocally, when we are asked ***to read, write, argue****, and* ***problem solve*** *as we engage with text and with an organized body of essential knowledge*"

Mike Schmoker

Focus: Elevating the Essentials to Radically Improve Student Learning

ASCD 2011