



Implementing Common Core State Standards

September 20, 2013

*Literacy for
Learning, LLC*

Goals for this Session

- Provide an overview of the Common Core State Standards (CCSS) Initiative
- Examine where South Carolina is in the process
- Review website and additional resources

Background

- A state-led effort to establish consistent and clear education standards for English language arts and mathematics so students will be prepared for success in today's world
- Launched in 2009 by state leaders through the Council of Chief State Officers (CCSSO) and the National Governors Association for Best Practices (NGA Center)

CCSS Implementation

School Year

- 2011-12
- 2012-13
- 2013-14
- 2014-15

Implementation Phase

Transition Year

Transition Year

Bridge Year

Full Implementation

CCSS Implementation

School Year	Implementation Phase
• 2011-12	Transition Year
• 2012-13	Transition Year
• 2013-14	Bridge Year
• 2014-15	Full Implementation



Why CCSS?

- Prepares students for college and careers
- Research and evidence based
- Aligned with college and work expectations
- Rigorous
- Internationally benchmarked

What the Standards Are/Not

- The CCSS are not a curriculum.
- CCSS do not mandate how teachers should teach.
- CCSS do not promote instructional coverage.



Key Design Considerations

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Let's explore the design of
the CCSS document.

College and Career Readiness (CCR) Standards – Overarching standards for each of four strands that are further defined by grade-specific standards

- **Reading** – 10 standards
- **Writing** – 10 standards
- **Speaking and Listening** – 6 standards
- **Language** – 6 standards

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. 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 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.

Common Core Standards – English Language Arts K-12

The standards are organized into three main sections

Standards for
English Language Arts
GRADES K-5

Standards for
English Language Arts
GRADES 6-12

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

Each section is divided into strands

Reading

Reading

Reading

Writing

Writing

Writing

Speaking & Listening

Speaking & Listening

Language

Language

Each strand features grade-level standards that are anchored in
college and career readiness standards

Technical Subjects Defined

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

Appendix A, p.43

Key Points

- Reading, writing, speaking and listening, and language are interrelated
- Research and media skills are embedded
- Responsibility for literacy instruction shared by English instructors and content area teachers

Let's Model the Process

R.CCR.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.

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What does this look like at a
specific grade level?

What are the implications for
instruction as we transition
to CCSS?

Key Instructional Shifts

- Building knowledge through content-rich nonfiction and informational texts
- Reading and writing grounded in evidence
- Regular practice with complex text and its academic vocabulary

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Shift 1:

Increase Reading of Informational Text

What Students Do ...

- Build content knowledge
- Get exposure to the world through reading
- Apply strategies

What Teachers Do ...

- Balance informational & literary text
- Scaffold for informational texts
- Teach “through” and “with” informational texts

ELA & Literacy

Shift 2:

Text Complexity

What Students Do ...	What Teachers Do ...
<ul style="list-style-type: none">• Re-read• Read material at own level• Tolerate frustration	<ul style="list-style-type: none">• Give more complex texts at every grade level• Give students less to read; let them re-read• Spend more time on more complex texts• Provide scaffolding and strategies• Engage with texts with other adults

ELA & Literacy

Shift 3:

Academic Vocabulary

What Students Do ...	What Teachers Do ...
<ul style="list-style-type: none">• Use high octane words across content areas• Build “language of power” database	<ul style="list-style-type: none">• Develop students’ ability to use and access words• Be strategic about the new vocabulary words• Work with words students will use frequently• Teach fewer words more deeply

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Shift 4: Text-based Answers

What Students Do ...	What Teachers Do ...
<ul style="list-style-type: none">• Find evidence to support their argument• Form own judgments and become scholars• Engage with the author and his/her choices	<ul style="list-style-type: none">• Facilitate evidence-based conversations about text• Plan and conduct rich conversations• Keep students in the text• Identify questions that are text-dependent, worth asking/exploring, deliver richly• Spend much more time preparing for instruction by reading deeply.

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Shift 5: Writing from Sources

What Students Do ...	What Teachers Do ...
<ul style="list-style-type: none">• Generate informational texts• Make arguments using evidence• Organize for persuasion• Compare multiple sources	<ul style="list-style-type: none">• Spend much less time on personal narratives• Present opportunities to write from multiple sources• Give opportunities to analyze and synthesize ideas.• Develop students' voices so they can argue a point with evidence• Give permission to reach and articulate their own conclusions about what they read

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Shift 6:

Literacy Instruction in Content Areas

What Students Do ...	What Teachers Do ...
<ul style="list-style-type: none">• Build content knowledge through text• Handle primary source documents• Find evidence	<ul style="list-style-type: none">• Shift identity: “I teach reading.”• Stop referring and summarizing and start reading• Slow down the history and science classroom

Emphasizes much higher-level comprehension skills

- Analyze multiple accounts of an event
- Note similarities and differences in the points of views presented
- Assess the warrant behind ideas
- Integrate information from several texts
- Explain the relationships between ideas and author's craft

Emphasizes high-level thinking

Students are expected to listen to or read a claim and consider

- Who is making the claim?
- What is this person's evidence?
- What other positions are being promulgated?
- How can I compare and contrast the different views?
- What are the biases and assumptions behind them?
- What evidence-based, well reasoned stance can I arrive at?

Tremendous Emphasis on Writing

“If we were asked to describe the two or three most striking features of the common Core State Standards, one of the things we’d say straight away is that the standards place a tremendous emphasis on writing.

...writing is treated as an equal partner to reading, and more than this, writing is assumed to be the vehicle through which a great deal of the reading work and reading assessments will occur. The CCSS, then, return writing to its place as one of the basics of education.”

Calkins/Ehrenworth/Lehman in *Pathways to the Common Core*

How can you help lead the charge of
implementing CCSS?

Immediate Steps

- Become familiar with the standards and the significant shifts in expectations for instruction and student performance
- Know the available resources

Who is the College and Career Ready Student?

- Demonstrates independence
- Builds strong content knowledge
- Responds to demands of audience, task, purpose, and discipline
- Comprehends and critiques
- Values evidence
- Uses technology and digital media
- Understands others perspectives and cultures

Available Resources

<http://www.corestandards.org/>

Contact Information

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