

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (ELA-CCSS): WHAT IS THE CORE CONTENT

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

ELA CCSS Vision



- 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
- actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views
- reflexively demonstrate the cogent reasoning and use of evidence essential to both private deliberation and responsible citizenship in a democratic republic

NOT THE BIG 5 ANYMORE

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- Big 5: phonemic awareness, phonics, fluency, vocabulary, comprehension
- Phonemic awareness, phonics & fluency—addressed primarily in “Foundational Skills” section
- Vocabulary—primarily in the Language strand
- Comprehension—addressed throughout
- Add to this the emphasis on reading and writing in the disciplines in 6-12

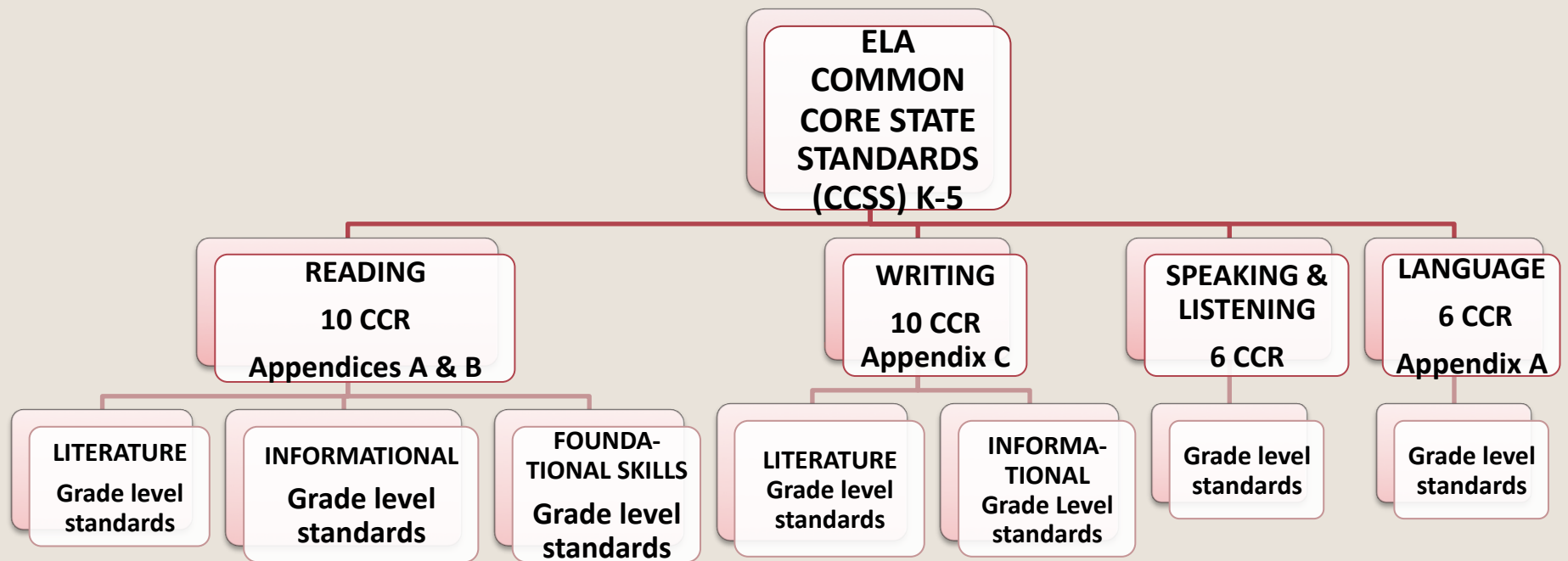
Strategies and Processes

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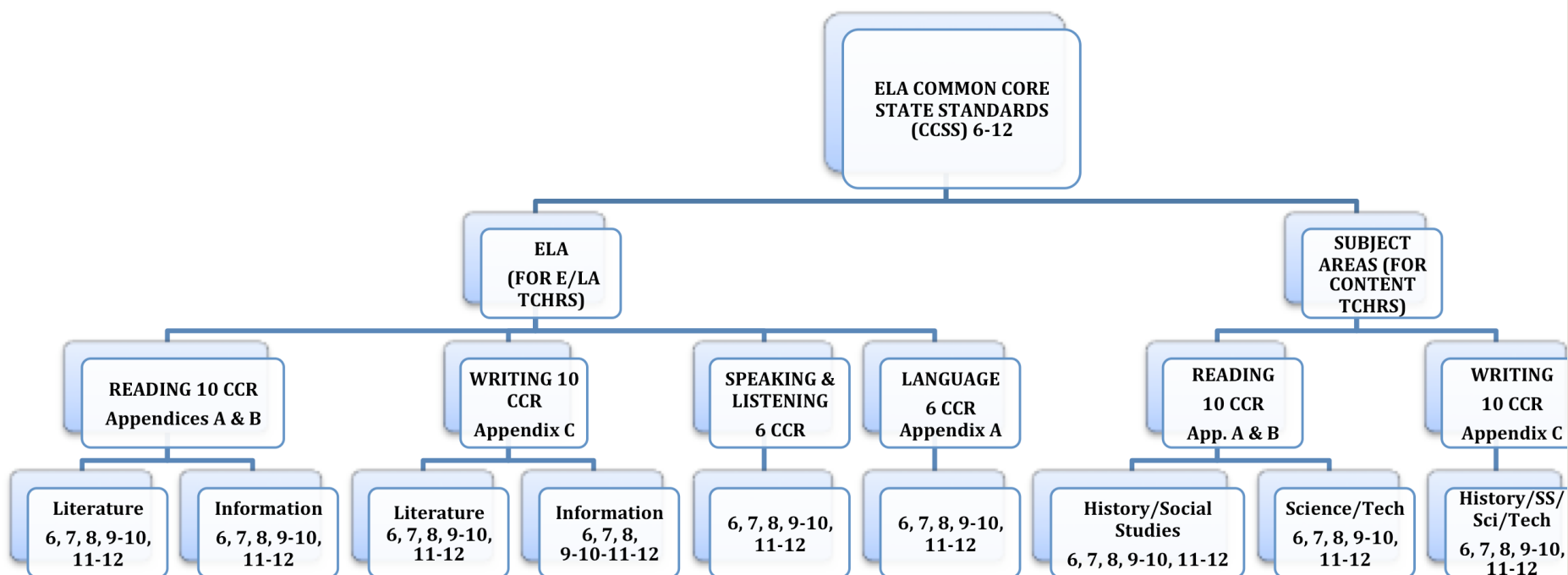
- The ELA-CCSS do not directly address “processes”—cognitive abilities, motivation, or experience; in fact they avoid the use of terms such as strategies and processes
- Strategies/processes are considered instrumental tools, the means by which teachers help students achieve the college and career goals the standards.
- Teachers are 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

ELA CCSS K-5 ORGANIZATION

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ELA CCSS 6-12



CCR = College and Career Readiness Anchor Standards

Appendix A elaborates on: text complexity, foundational Reading skills, and skills progression in Language

Appendix B provides sample Reading texts and performance tasks

Appendix C provides samples of quality writing

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Design and Organization

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College and Career Readiness (CCR) anchor standards

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

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.

*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.

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.

College and Career Readiness Reading Standards



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College and Career Readiness Reading Standards



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College and Career Readiness Reading Standards



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College and Career Readiness Reading Standards



Range and Level of Text Complexity

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Design and Organization

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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:
Key Ideas and Details		
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 who, what, where, when, why, and how 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.
Craft and Structure		
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.
Integration of Knowledge and Ideas		
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.
Range of Reading and Level of Text Complexity		
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.

CCR Integration of Knowledge and Ideas: Reading Informational Text Ex.

Kindergartners	Grade 1 Students	Grade 2 Students
With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.
Grade 3 Students	Grade 4 Students	Grade 5 Students
Describe the logical connection btw particular sentences and paragraphs in a text	Explain how an author uses reasons and evidence to support particular points in a text	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points

CCR Integration of Knowledge and Ideas: Reading Informational Text Ex.

Grade 6 Students	Grade 7 Students	Grade 8 Students
Trace & evaluate the argument & specific claims in a text, distinguishing claims supported from those that are not	Trace & evaluate the argument & specific claims in a text, assessing whether reasoning & evidence are sufficient	Delineate & evaluate argument & claims, assessing relevance & sufficiency of reasoning & evidence
Grades 9-10 Students	Grades 11-12 Students	
Delineate & evaluate argument & claims, assessing relevance & sufficiency of reasoning; identify fallacious claims/reasoning	Delineate & evaluate reasoning in seminal U.S. docs including app of constitutional principles & legal reasoning; & the premises, purposes, & arguments in works of public advocacy	

Highlights--Reading

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- **Comprehension (CCR standards 1-9)**
 - Standards for reading literature and informational text (K-12)
 - Standards for reading and writing in History/Social Studies AND Science/Tech Subjects (6-12)
 - Aligned with NAEP Framework
- **Range of Reading and Level of Text Complexity (CCR standard 10, Appendices A & B)**
 - “Staircase” of growing text complexity across grades
 - High quality literature and informational texts in range of genres/subgenres

Highlights--Writing

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Writing types/purposes (CCR standards 1–3)

- Strong and growing *across-the-curriculum* emphasis on students writing arguments and informative/explanatory texts
- Opinion writing extends to early grades

Production and distribution of writing (CCR 4–6)

- Using technology to produce and enhance writing

Research (CCR standards 7–9)

- Engaging in research and writing about sources

Range of writing (CCR standard 10, Appendix C)

- Writing routinely over various time frames

Highlights-Speaking & Listening

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Comprehension and collaboration (CCR standards 1–3)

- Academic discussion is important focus
 - one on one, small group and whole class settings
 - formal presentations and informal situations

Presentation of knowledge and ideas (CCR standards 4–6)

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

Highlights--Language

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Conventions of Standard English (CCR standards 1-2)

- Using standard English grammar in formal writing and speaking

Knowledge of Language (CCR standard 3)

- Use knowledge of language to function in different contexts, make effective choices for meaning or style, and comprehend more fully when reading and writing

Vocabulary Acquisition and Use (CCR standards 4–6)

- Acquiring general academic and domain-specific words and phrases (intended to cut across rwls)

(Skills ladder in Appendix A)

CCSS Caution Worth Noting

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“ While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often several standards can be addressed by a single rich task.” (pg. 5)

More Information

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- Visit official website: www.corestandards.org
- Sign up for Common Core updates:
www.ccsso.org/whats_new/newsletterscommoncoreupdates.html
- Unofficial website offers curriculum maps:
www.commoncore.org
- Information on PARCC and SBAC assessment consortia:
<http://www.k12center.org/>