

# California's Common Core State Standards (CCSS) Toolkit

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## Module 2: Content and Curriculum, K-12 *English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*



**CISC**  
Curriculum and Instruction  
Steering Committee  
*A Committee of the California County Superintendents  
Educational Services Association*

# Agenda

- **Explore** the structure of the Strands and how they complement the CCR Anchor Standards and the Organization of the ELA Standards
- **Examine** a few key aspects related to the content of the Common Core State Standards (CCSS)
  - **Reading**
  - **Writing**
  - **Text Complexity**
  - **Collaborative Conversations**
- **Closing**

# Anchor 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.”*

National Governors Association Center for Best Practices  
and Council of Chief State School Officers (2010)  
*Common Core State Standards*

# Structure of the Reading Strand

## Grades K-5

- 10 Reading Standards for Literature
- 10 Reading Standards for Informational Text
- 4 Reading Standards for Foundational Skills

## Grades 6-12

- 10 Reading Standards for Literature
- 10 Reading Standards for Informational Text
- 10 Reading Standards for Literacy in History/Social Studies
- 10 Reading Standards for Literacy in Science and Technical Subjects

# Consistent Subheadings

## Literature and Informational Text

- **Key Ideas and Details**  
“What did the author say?”
- **Craft and Structure**  
“How did the author say it?”
- **Integration of Knowledge and Ideas**  
“How do I evaluate what the author says, and how do I go beyond it?”
- **Range and Level of Text Complexity**  
“How challenging and varied is the text?”

# Anchor Standards for 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 text**... 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.”*

National Governors Association Center for Best Practices  
and Council of Chief State School Officers (2010)  
*Common Core State Standards for ELA*

## Reading Standards for Informational Text

# Summary

- For your grade level, locate and skim the Reading Standards for Informational Text in the CCSS for ELA handout.
- Using the next slide for recording, briefly summarize the 10 standards.
  - 1 = ask/answer questions; cite textual evidence
  - 2 = determine main idea; recount key details; provide summary
- Share with a partner.



# Summary: Reading Standards for Informational Text

1

2

3

4

5

6

7

8

9

10



# Connecting to Current Practice

## Think/Pair/Share

- How do the new standards correspond to what you already include in your curriculum?
  - Are you frequently providing opportunities for students to grapple with informational text?
  - Are you explicitly teaching students about the structures and features of informational text?
- Think back to the last two informational text selections students read in your class. As you transition to teaching the CCSS, what might you do differently next time?
- Discuss with a partner.



# Pairing Reading Standard 1 with other Reading Standards in ELA



- **RI.8.1 Cite the textual evidence that most strongly support an analysis of what text says explicitly as well as inferences drawn from the text.**
  - A. Describe the argument Frederick Douglas is making in the text *Narrative of the Life of Frederick Douglas*
  - B. Explain whether he has used sufficient and relevant evidence to support his argumentUse details and examples from the text to support your answers.
- RI.8.8 Delineate and evaluate the argument and specific claims in text, assessing whether reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

# Pairing Reading Standard 1 with other Reading Standards in History/Social Studies



- **RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.**
- RH.6-8.6 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).

Read and evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions and the rights of individuals. Use evidence from the database to support your evaluation.

# Pairing Reading Standard 1 with other Reading Standards

**California's Common Core State Standards Document**

**ELA K-5: page 1 (Literature) or page 4 (Informational text)**

**ELA Middle School: page 20 (Literature) or 22 (Informational text)**

**Social Studies/History, Middle and High School: page 36**

**Science and Technical Subjects, Middle and High School: page 37**



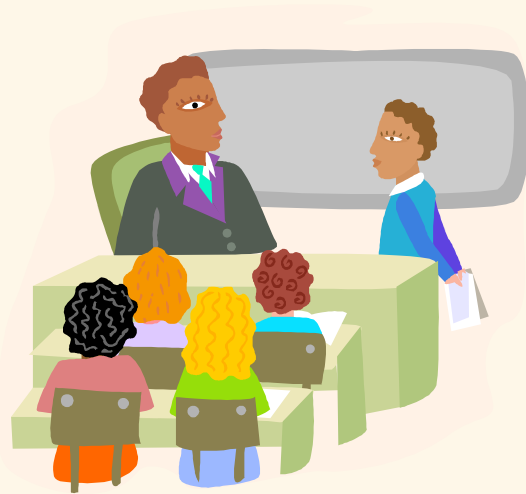
# Pairing Reading Standard 1 with other Reading Standards

- Read your grade and content-specific version of R-1.
- Considering an upcoming possible lesson, choose another Reading Standard to pair your grade and content-specific version of R-1 with.



# Quickwrite:

- Which Reading Standard did you choose and why?
- Share your response with a partner.



# Structure of the Writing Strand

## Organized by grade level

- 10 Overarching C & C Anchor Standards
- A comprehensive K-5 section
  - 10 Writing Standards in English Language Arts
- Two content-area specific sections for grades 6-12
  - 10 Writing Standards in English Language Arts
  - 10 Writing Standards in Literacy Standards for History/Social Studies and Science and Technical Subjects

# Consistent Subheadings

- **Text Types and Purposes**  
Students should be able to write effective arguments, informative/explanatory texts, and narratives.
- **Production and Distribution of Writing**  
Students should be able to make their texts appropriate to varying task demands, purposes, and audiences (including writing processes and technology).
- **Research to Build and Present Knowledge**  
Students should be able to conduct research, gather relevant information from multiple sources, and use information in their writing.
- **Range of Writing**  
Students should be able to produce quality writing under a range of demands and circumstances.



# College and Career Readiness Anchor Standard for Writing (10)

## 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.

**Note:** 10 standards for K-5 (grey pg.18)  
10 standards for 6-12 (grey pg. 41)



# The Special Place of Argument in the Standards

“While all three text types are important, the Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness”

(CCSS ELA Appendix A-page 24)

**--argumentative**

--informative, explanatory

*--narrative*



# Writing Standard 1

- Using the CCSS for ELA handout (green pages), examine the standard **TWO** grade levels below **YOUR** grade level.
- Beginning with that grade level, compare to the next grade level and highlight **NEW** aspects of the standard.
- Continue this process until you are one grade level above your current grade level.

*K-5....pages 10-14 (Integrated subject-area writing)*

*6-12...pages 33-38 (ELA)*

*6-12...pages 54-55 (Writing in History, Science and  
Technical Subjects)*

*Note: For grades K, 1, and 11<sup>th</sup>/12<sup>th</sup> adjust to look at three grade levels.*



# What Did You Notice?

Discuss with your table group one thing you noticed in your review of the K-12 Writing Standard 1.



# Pairing Reading Standards and Writing Standards

- The CCSS for ELA allows teachers to pair several Reading Standards for the same grade level together, and several Writing Standards for the same grade level together.
- It is also easy to pair Reading and Writing Standards together.
- Let's take a look at one example....



# Example: 3<sup>rd</sup> Grade Informational Text

Unit 1/Week 4

Title: Penguin Chick

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4

## Teacher Instructions

*Refer to the Introduction for further details.*

### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

#### Big Ideas and Key Understandings

An animal's habitat determines its physical characteristics and behaviors.

#### Synopsis

In this nonfiction selection, an Emperor penguin lays an egg in the bitter cold of Antarctica. The penguin parents battle the harsh environment to protect the egg and nurture the chick to maturity.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

# Sample Paired Standards Activity

## Penguin Chick – Grade 3 Activity



- Read the activity and think about:
  - 1) How does this compare to the way I currently teach the ELA standards?
  - 2) How does this differ from how I currently teach the ELA standards?
  - 3) What adjustments in my current curriculum might I make to begin pairing ELA standards?
- Share your responses with your table group.



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# Support Resources

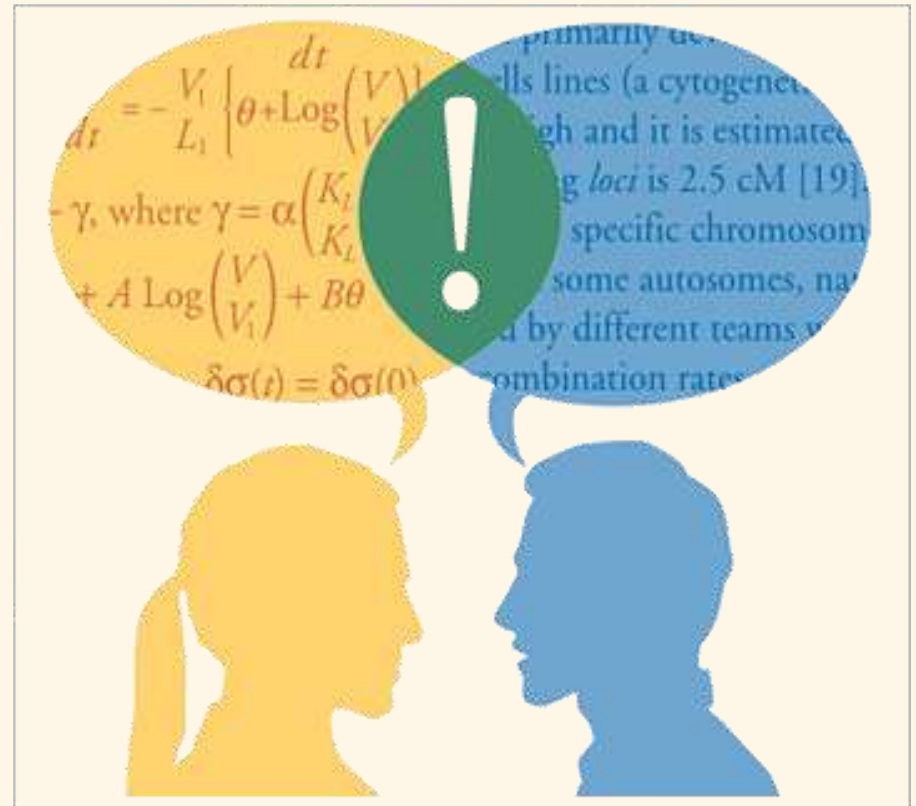
**View It!**



What Is the

# Purpose of Text Complexity?

To insure that students are prepared to independently and proficiently read and comprehend the variety of text found in college and careers, students need sustained exposure to increasingly more complex texts.



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# The Teaching Channel- Text Complexity

<https://www.teachingchannel.org/videos/simplifying-text-complexity>

**View It!**

# to Text Complexity

## 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.
- So how do we evaluate text and make these choices?

# Quantitative Dimensions

## Measurement of Text Variables

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

*Difficult if not impossible for a human reader to evaluate efficiently (meaning a computer is needed).*

## Resources for Accessing Quantitative Measures of Text



# Aligning Lexile Ranges to CCR

**Figure 3. Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)**

<b>Text Complexity Grade Band in the Standards</b>	<b>Old Lexile Ranges</b>	<b>Lexile Ranges Aligned to CCR Expectations</b>
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

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The way Lexile is measured has not been changed; it has been adjusted in order to address the gap between texts read near the end of high school and university texts.

# Qualitative Dimensions

## Measurement of Text Variables


- Levels of Meaning or Purpose of Texts
- Structure such as time manipulation or foreshadowing
- Language Convention and Clarity
- Knowledge demands such as background knowledge or cultural literacy

***Best or only measurable by  
an attentive human reader  
(meaning not done by a computer).***



# Quantitative Measure Resource

- Locate the Informational and Literature Rubrics



**Text Complexity: Qualitative Measures Rubric**  
**INFORMATIONAL TEXT**

Text Title \_\_\_\_\_ Text Author \_\_\_\_\_

QUALITATIVE	Very Complex ←			→ Slightly Complex
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>○ Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements</li> </ul>	<ul style="list-style-type: none"> <li>○ Purpose: Implied, but fairly easy to infer; more theoretical than concrete</li> </ul>	<ul style="list-style-type: none"> <li>○ Purpose: Implied, but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li>○ Purpose: Explicitly stated; clear, concrete with a narrow focus</li> </ul>
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li>○ Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline</li> <li>○ Text Features: If used, are essential in understanding content</li> <li>○ Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc. necessary to make meaning of text; also may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>○ Organization of Main Ideas: Connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline</li> <li>○ Text Features: If used, greatly enhance the reader's understanding of content</li> <li>○ Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>○ Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential</li> <li>○ Text Features: If used, enhance the reader's understanding of content</li> <li>○ Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries, graphs, pictures, tables, and charts directly support the text</li> </ul>	<ul style="list-style-type: none"> <li>○ Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict</li> <li>○ Text Features: If used, help the reader navigate and understand content but are not essential</li> <li>○ Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>○ Conventationality: Dense and complex; contains abstract, ironic, and/or figurative language</li> <li>○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ Sentence Structure: Mainly complex sentences often containing multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ Conventationality: Complex; contains some abstract, ironic, and/or figurative language</li> <li>○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ Conventationality: Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li>○ Sentence Structure: Simple and compound sentences, with some more complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ Conventationality: Explicit, literal, straightforward, easy to understand</li> <li>○ Vocabulary: Contemporary, familiar, conversational language</li> <li>○ Sentence Structure: Mainly simple sentences</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>○ Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts</li> <li>○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts</li> <li>○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas</li> <li>○ Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas</li> <li>○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>

# Reader and Task Dimensions

Consider these variables particular to the individual readers and the tasks:

- Cognitive Capabilities
- Motivation
- Knowledge
- Topic Knowledge
- Linguistics
- Comprehension Strategies
- Experiences

Resource:  
**Questions for Professional Reflection on Reader and Task Considerations**

*These assessments are best made by teachers employing their professional judgment, experience, and knowledge.*





# Determining Text Complexity

- Read the text: *The Little Captive*
- With a partner and using the text complexity handout resources provided, determine the appropriate grade level for this piece of text.
- You will have 5 minutes for this activity



# College and Career Readiness Speaking and Listening Anchor Standards

*“To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.”*



National Governors Association Center for Best Practices  
and Council of Chief State School Officers (2010)  
*Common Core State Standards for ELA*

**Note:** 6 standards for K-5 (grey pg. 22)  
6 standards for 6-12 (grey pg. 48)

## Structure of the

# Speaking and Listening Strand

Organized by grade levels: K-5 and 6-12

*Speaking and Listening Standards are NOT included in Literacy Standards for History/Social Studies, Science, and Technical Subjects. They should be imbedded in most lessons.*

**Speaking and Listening Standards are NOT new!**

\*They used to be individually-based, now group-based\*

\*Teachers are more accountable for teaching them\*

**QUIET ≠ LEARNING**

**TALK = LEARNING**

# Consistent Subheadings

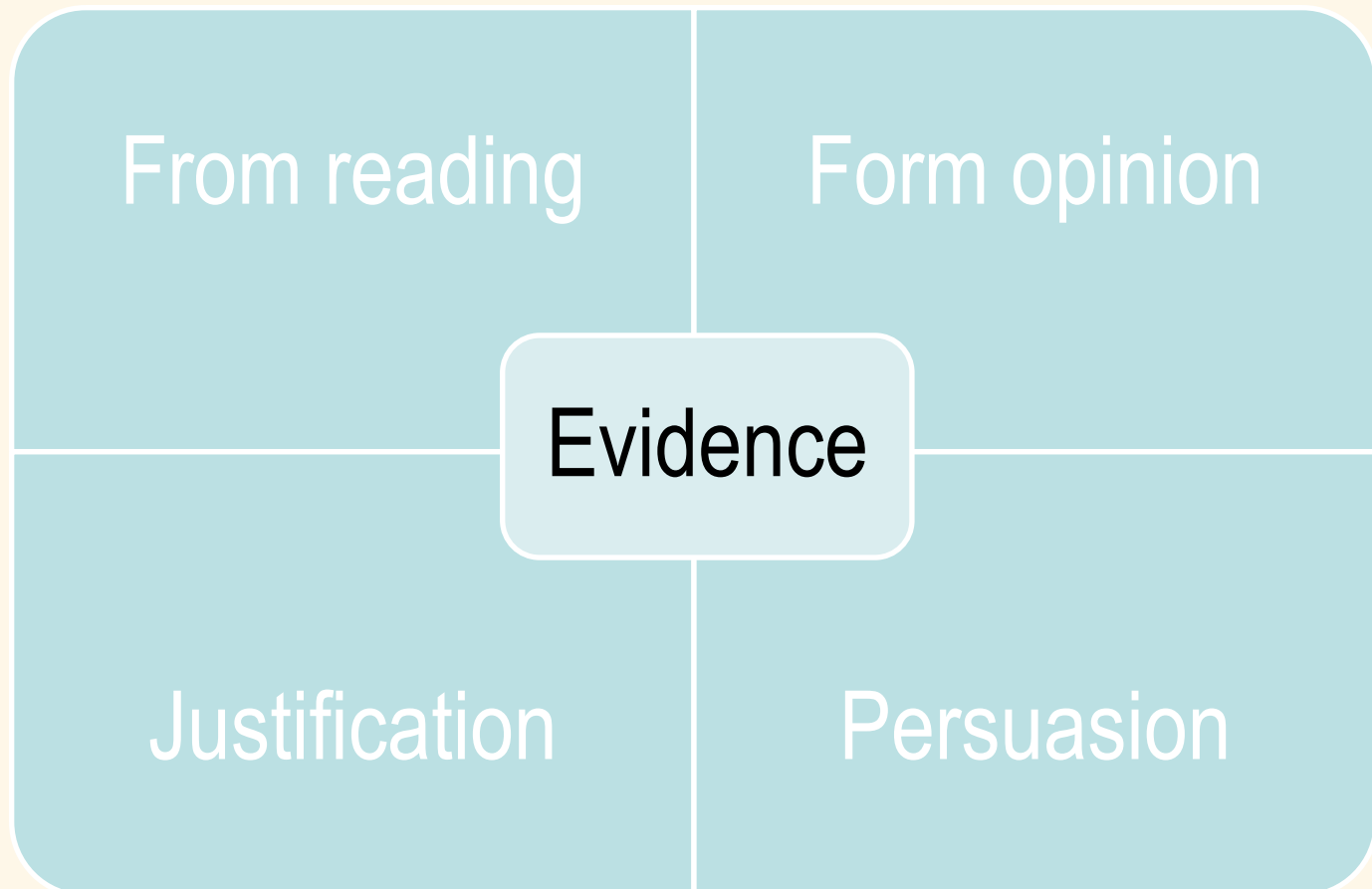
- **Comprehension and Collaboration**

Students should learn to participate effectively in oral interactions, integrating and evaluating information, and evaluating the speaker's message, perspective, and rhetoric.

- **Presentation of Knowledge and Ideas**

Students should learn to present information in clear and appropriate ways, to use digital media and other displays to support presentations, and to adapt speech to the demands of the task and context.

**Academic Discourse** must be explicitly taught through modeling, refocusing, more modeling...students are likely to engage in social conversation at first where we hear unsubstantiated opinions, not thinking!



# Connecting to Current Practice

## Think/Pair/Share

- Locate and read the Speaking and Listening Standard 1 for your grade level in the CCSS for ELA handout.  
(green pages K-5: 15-17 and 6-12: 39-42)
- Consider the roles and responsibilities of your current classroom discussions in comparison to what CCSS is requiring.
- Discuss with a partner how the standards are the same or different.  
What considerations/adjustments will be needed?



# Collaborative Conversations

*Have a discussion at your table around these 3 questions:*

- 1. Do your students currently engage in meaningful academic collaborative conversation during the day?*
- 2. How do you think implementing more student collaborative conversation might affect or change your teaching?*
- 3. Think of three times during your current instructional day where you might be able to add or increase time allowed for student academic, collaborative discussion.*



# Why is Collaborative Conversation Important in the age of Common Core?

1. Connections are made with the real world.
2. Connections are made to meaning-making academic and domain-specific vocabulary.
3. Connections are made to Writing.

*If You Can Talk Intelligently About it,  
You Can Write Intelligently About it!*



# Collaborative Conversation Criteria

- Must be **rich** and **structured** around appropriate, academic, grade-level topics.
- Requires a component of **group problem-solving**.
- Should encourage students to **respond** to ideas presented in **text** (and multiple media formats), and by their **peers**.
- Are ideally **student-driven** with **teacher** as an **active participant**.



No longer "Sage on Stage", now "Mole in the Hole"

# Polite Conversation Etiquette Checklist

- Take turns talking
- Wait for the speaker to finish
- Add or respond to the ideas of the person who spoke before you
- Quietly signal to let others know you would like to speak
- Ask others to tell their opinions (with evidence), so all have opportunity to share
- Really listen to others, think before you respond

# Start these things tomorrow!

- **Model** appropriate/inappropriate conversation.
- **Video** student conversations for their feedback and analysis.
- “**Fishbowl**” small group discussion, others provide feedback.
- Use conversation **Prompts/Sentence Frames**  
(Google: Kate Kinsella, Accountable Talk, Academic Discourse Sentence Frames)
- Employ conversation **Checklists/Rubrics**

# Take - Aways

- **Reading Standards and Writing Standards can be paired by strands**
- **All CCSS ELA Strands can be paired together in lessons/units**
- **Text Complexity involves Quantitative, Qualitative, Reader and Task Components**
- **Tools and resources are available for determining text complexity**
- **Academic Collaborative Conversation is vital to meeting rigorous Speaking & Listening Standards**



# NEXT STEPS

- Please complete the workshop evaluation before you leave.
- Homework: Bring your lesson ideas on pairing the standards to Module 3 ELA workshop
- THANK YOU for Attending !!

