

Academic Standards Review Commission

October 20, 2014
1:00-5:00PM

Wifi:
OSBM Guest
R3d0vacay!

AGENDA

1:05PM – 1:10PM	Read and Approve Minutes	Co-Chair
1:10PM – 1:20PM	Individual Goals and Priorities	Co-Chair
1:20PM – 1:30PM	ASRC Guiding Principles Review/Approval	Co-Chair
1:30PM – 1:45PM	Review Draft Execution Framework/Timeline	Co-Chair
1:45PM – 3:15PM	Review CCSS for ELA	Dir Robin McCoy, DPI
3:15PM – 3:20PM	Break	
3:20PM – 4:45PM	Continue Review of CCSS for ELA	Dir Robin McCoy, DPI
4:45PM – 5:00PM	Status of Key Actions	
5:00PM	New Business, Adjournment	



Public Schools of North Carolina

Academic Standards Review Commission

October 20, 2014

Introductions



English Common Core and NC Involvement

Draft 1 of Common Core

NC Input

Broad themes and grade-cluster alignment; Common Core more specific, no taxonomy

Draft 2 of Common Core

NC Input

ES developed in tandem with the Common Core; some concerns about grade cluster placement

Draft 3 of Common Core

NC Input

Attended more fully to technical writing; Clarified grade-by-grade progressions; K-2 more developmentally appropriate



Math Common Core and NC Involvement

Draft 1 of Common
Core

NC Input

*Content alignment
w/ES; grade
placement
differences*

Draft 2 of Common
Core

NC Input

*Content alignment
w/ES; stronger
alignment with
w/grade placement*

Draft 3 of Common
Core

NC Input

*Confident in content
alignment; strong
grade placement
alignment with ES*



Standards Review Process

An ongoing responsibility to ensure that our standards are preparing our students to be College and Career Ready



Policy ID Number: GCS-F-012

- The NC Standard Course of Study must consist of up-to-date, relevant standards and objectives, by grade level and course. These standards must be developed in consultation with teachers, administrators, parents, students, IHEs, and business/industry.
- At least once every five years, each curriculum area in the Division of Instructional Services shall convene a review committee to determine if revisions are needed in a Standard Course of Study area.
- By using data, research, and surveys, the committee recommends whether revision should take place. If the committee recommends substantive revision, the State Board of Education shall review the recommendations and implications for textbook selection and adoption and any necessary revisions on end-of-grade or end-of course testing.



North Carolina Standard Course of Study

Math and English/Language Arts (Common Core)

+

All other content areas (NC Essential Standards)

= North Carolina Standard Course of Study



North Carolina Standard Course of Study

Our SBE adopts standards.

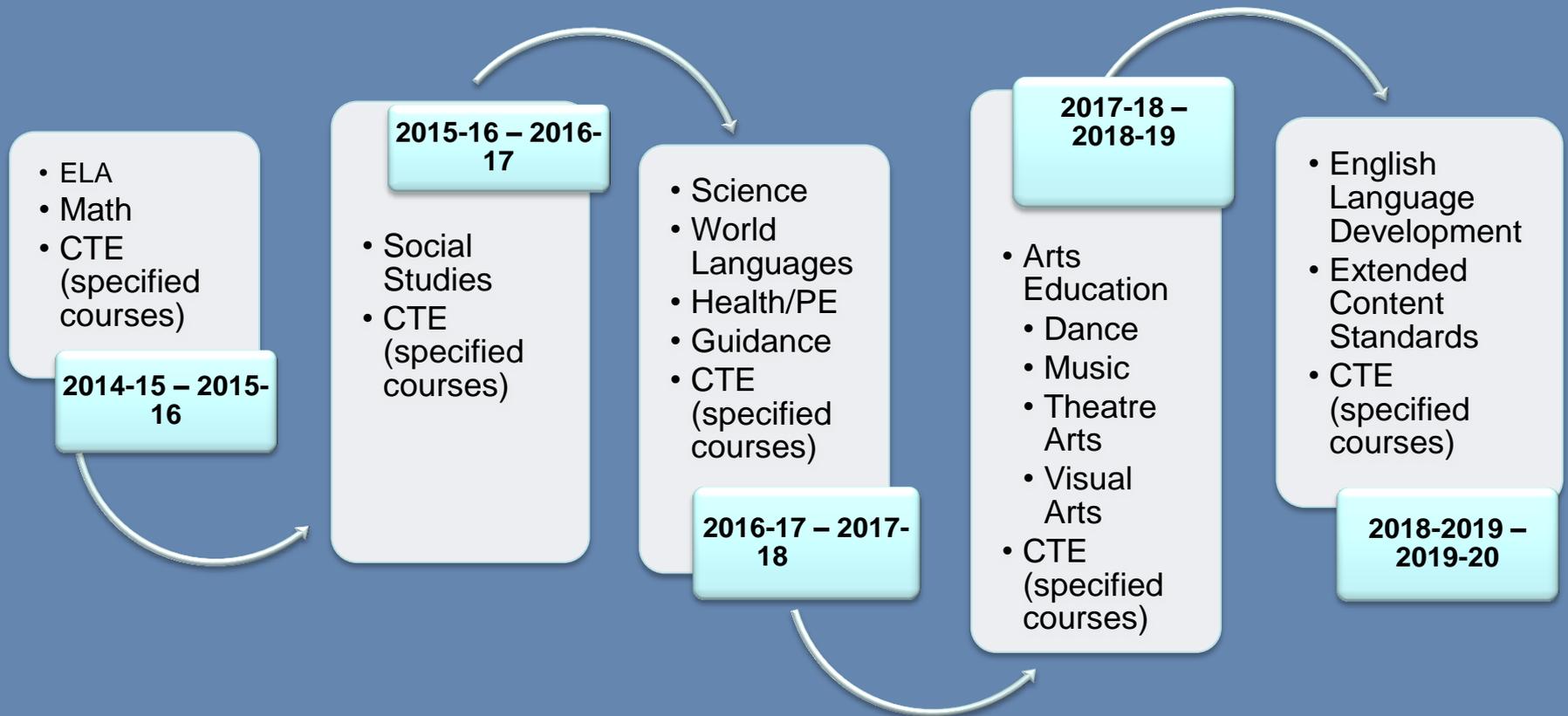
Standards: What we want students to know and be able to do at the end of a grade level or course and lead students to be College and Career Ready upon graduation.

Individual local boards of education and classroom teachers determine the curriculum and instruction.

Curriculum and Instruction: What and how we teach in order to accomplish the standards.



Standards Review Schedule



NCDPI gathers feedback through focus groups, surveys and email (ncstandardcourseofstudy@dpi.nc.gov) from stakeholders

NCDPI convenes a Standards Review Committee (SRC) to study standards/analyze feedback to determine if revisions are needed (teachers/content specialists)

SRC studies standards and the feedback and recommends any revisions

If minor revisions

SRC completes standards documents and presents revisions to SBE

State Board of Education reviews recommendations and approves revisions or returns to committee for further work

NCDPI conducts professional development for teachers and administrators as needed

Standards implemented



If the SRC review of the standards and their analysis of stakeholder feedback yields substantive revisions to the standards



SRC develops drafts of proposed standards documents



**Drafts of revised standards are submitted for public review and feedback
(Drafts are revised as many times as necessary)**



**Final draft submitted to State Board of Education for discussion and
SBE approves standards or returns to SRC for further work**



**Test specifications created; test items developed/field test items;
assessments created**



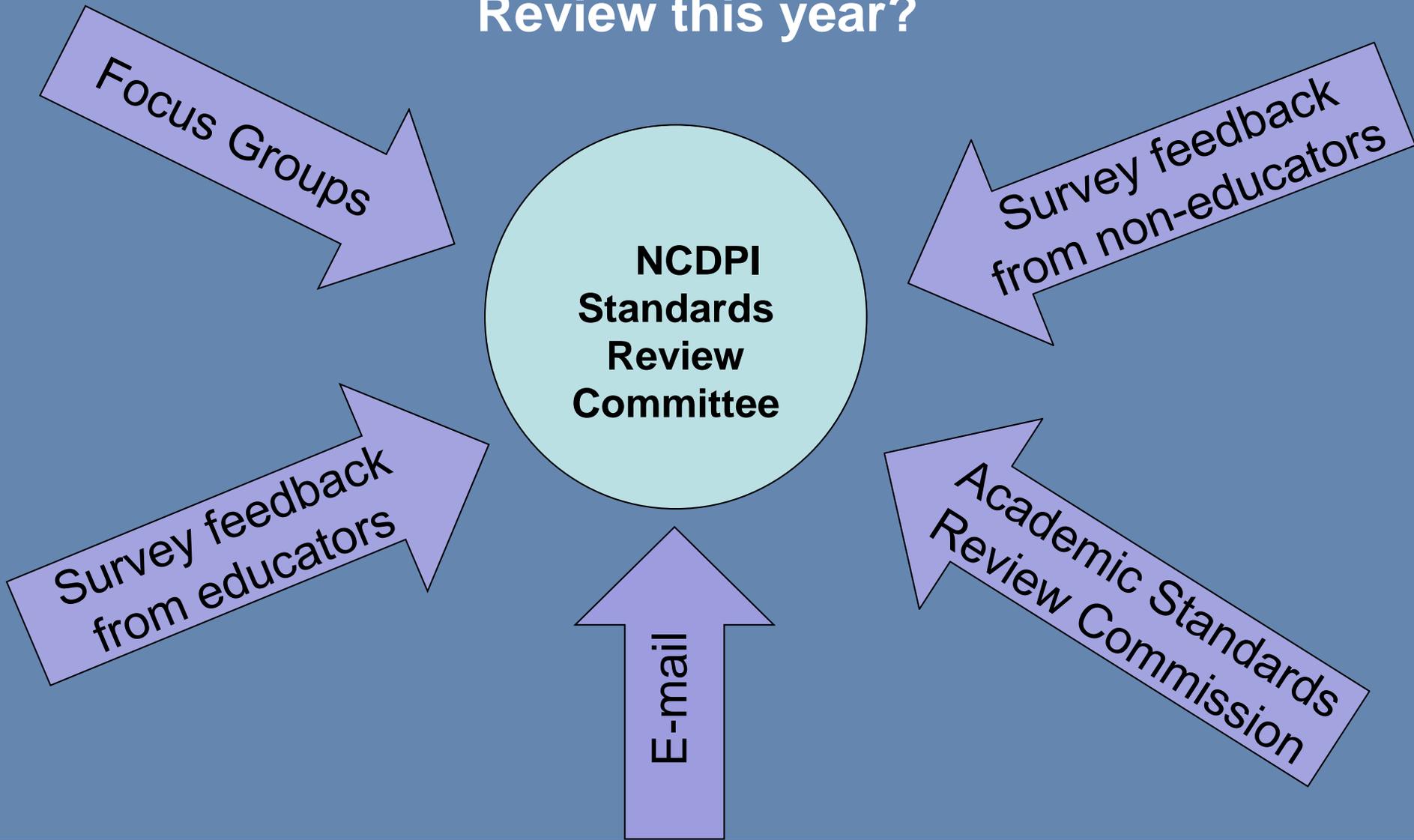
**Instructional materials/supports identified/created; professional development
conducted for teachers and administrators; parent/community communication**



Standards and assessments implemented



So how does that look for ELA and Math Standards Review this year?



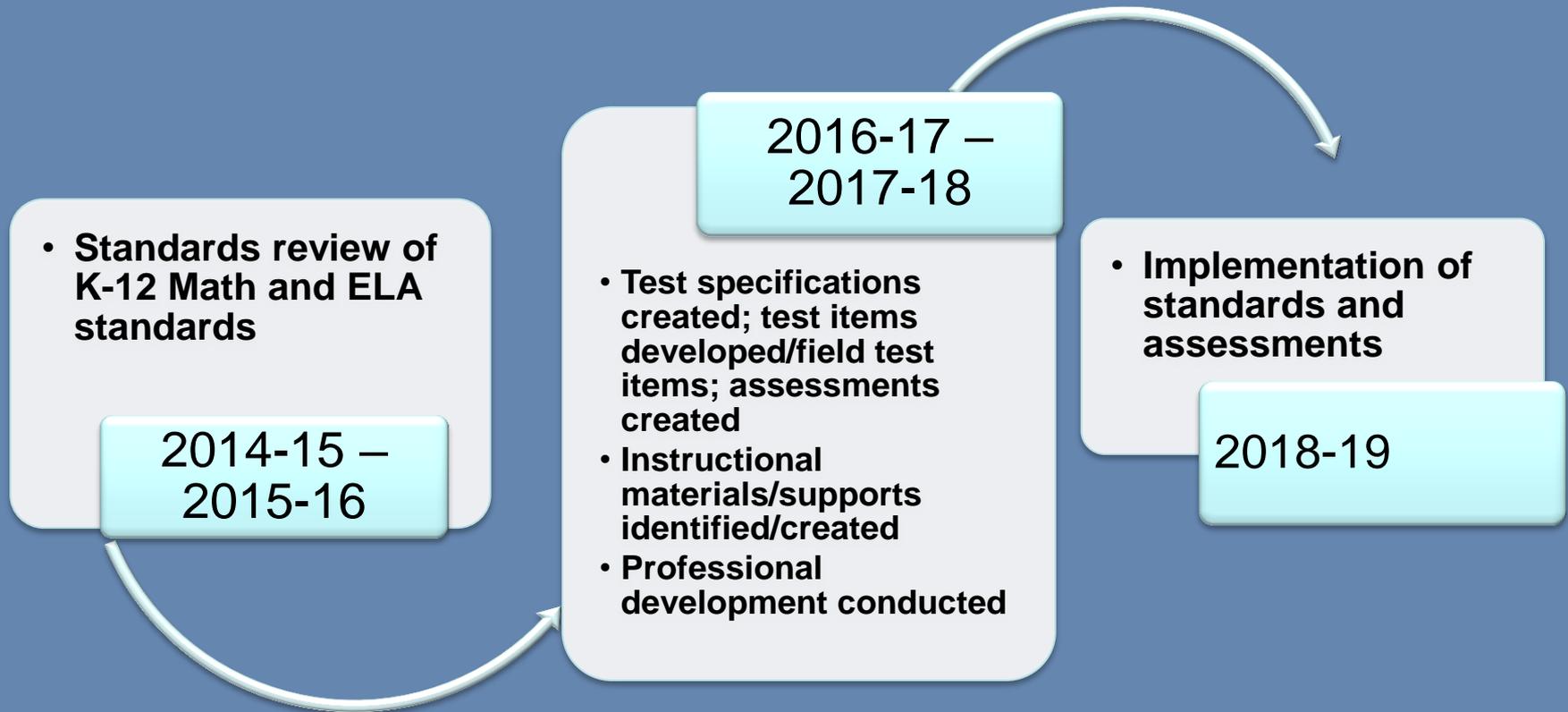
NCDPI Standards Review Committee:

- Determine what revisions are needed based on their content expertise and data gathered
- Draft revisions
- Gather input on the revisions and incorporate feedback
- Prepare final revision documents and present to State Board for adoption

Depending on the degree of change in the revised standards, new test specifications must be created and test items developed field tested.



Sample Standards Review Timeline



The process timeline is adjusted depending on the degree of revision necessary.





Public Schools of North Carolina

Transition to your trip through the English/Language Arts Standards

Dr. Julie Joslin
ELA Section Chief

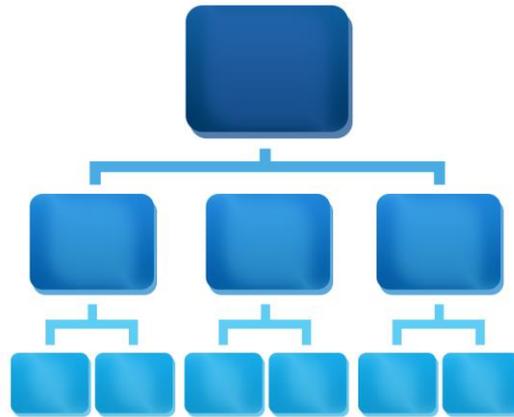


An Overview of the North Carolina Standard Course of Study for English Language Arts

English Language Arts Section
NCDPI
October 20, 2014

Agenda

- I. Organization
- II. Vertical Alignment
- III. Close Look at the Strands



I. Organization

How the Standards Are Organized

Design of the Standards

1. College and Career Readiness Anchor Standards

- The CCR Anchor 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.

2. Grade-Specific Standards

- Each CCR Anchor Standard has an accompanying grade-specific standard that translates the broader CCR statement into grade-appropriate end-of-year expectations.

College and Career Readiness (CCR) Anchor Standards:

express the broad expectations consistent across grades and content areas.

are based on evidence about college and workforce training expectations.

serve as a blueprint for the grade-specific standards.

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.

Grade-Specific Standards:

are grade-specific end-of-year expectations.

show a cumulative progression of skills and understandings.

have a one-to-one correspondence with CCR Anchor Standards.

use grade levels for K-8 – grade bands for 9-10 and 11-12.

Reading Standards for Literature K-5

RL

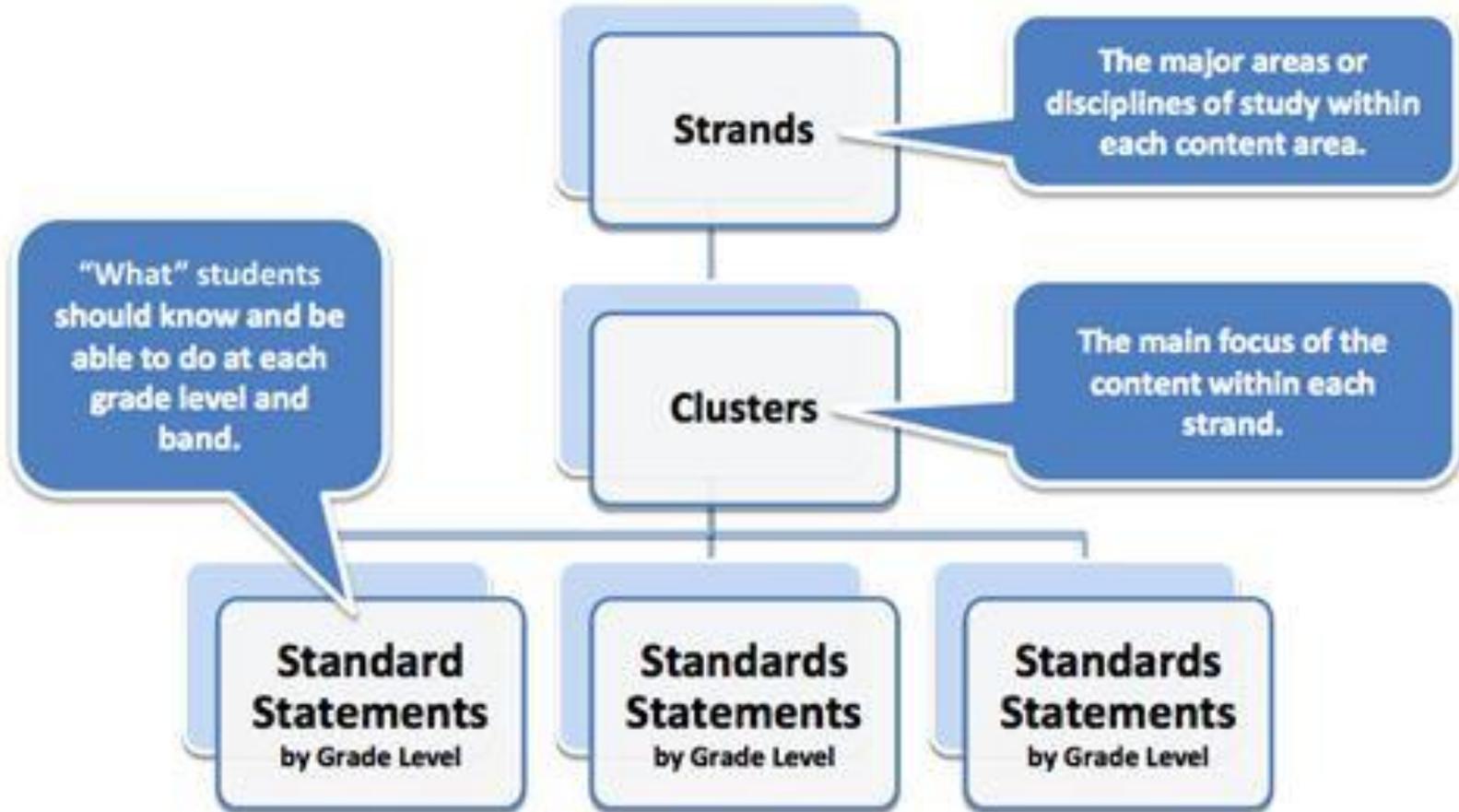
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are 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 <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.
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., <i>Cinderella</i> 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.

GRADE 3

CCR ANCHOR STANDARD	GRADE-SPECIFIC STANDARD
College and Career Readiness Anchor Standards for Reading	Reading Literature
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.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

English Language Arts (ELA) Standards Framework



ELA Strands

Reading
Strand

Writing
Strand

Speaking
and
Listening
Strand

Language
Strand

Reading Strand

Reading: Literature

Reading: Informational Text

Reading:
Foundational
Skills

Key Ideas and Details

Craft and Structure

Integration of
Knowledge
and Ideas

Range of Reading and
Level of Text Complexity

Key Ideas and Details

Craft and Structure

Integration of
Knowledge
and Ideas

Range of Reading and
Level of Text Complexity

Print Concepts

Phonological Awareness

Phonics and Word
Recognition

Fluency

Standard Statement 1

Standard Statement 2

Standard Statement 3

Standard Statement 4

Standard Statement 5

Standard Statement 6

Standard Statement 7

Standard Statement 8

Standard Statement 9

Standard Statement 10

Standard Statement 1

Standard Statement 2

Standard Statement 3

Standard Statement 4

Standard Statement 5

Standard Statement 6

Standard Statement 7

Standard Statement 8

Standard Statement 9

Standard Statement 10

Standard Statement 1

Standard Statement 2

Standard Statement 3

Standard Statement 4

Writing Strand

Text Types
and
Purposes

Production and
Distribution of
Writing

Research and
Presentation of
Knowledge

Range
of
Writing

Standard
Statement
1

Standard
Statement
2

Standard
Statement
3

Standard
Statement
4

Standard
Statement
5

Standard
Statement
6

Standard
Statement
7

Standard
Statement
8

Standard
Statement
9

Standard
Statement
10

Speaking and Listening Strand

**Comprehension
and Collaboration**

**Presentation of
Knowledge and Ideas**

**Standard
Statement
1**

**Standard
Statement
2**

**Standard
Statement
3**

**Standard
Statement
4**

**Standard
Statement
5**

**Standard
Statement
6**

Language Strand

Conventions of
Standard English

Knowledge
of
Language

Vocabulary Acquisition and Use

Standard
Statement
1

Standard
Statement
2

Standard
Statement
3

Standard
Statement
4

Standard
Statement
5

Standard
Statement
6

ELA Standards

Reading Strand

Writing Strand

Speaking and Listening Strand

Language Strand

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Text Types and Purposes

Production and Distribution of Writing

Research to Build Knowledge

Range of Writing

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

Reading Strand

24 Standard Statements

Literature
(10)

Informational
Text
(10)

Foundational Skills
(4) K- 5
only

Writing Strand

10 Standard
Statements

Speaking and Listening Strand

6 Standard
Statements

Language Strand

6 Standard
Statements

Reading Standards for Informational Text 6-12

RI

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how individuals, events, and ideas are introduced, illustrated, and elaborated in a text (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure of a text and analyze how the major parts contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph or section and analyze how the major parts contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and whether the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and whether the evidence is relevant and sufficient to support the claims.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Strands

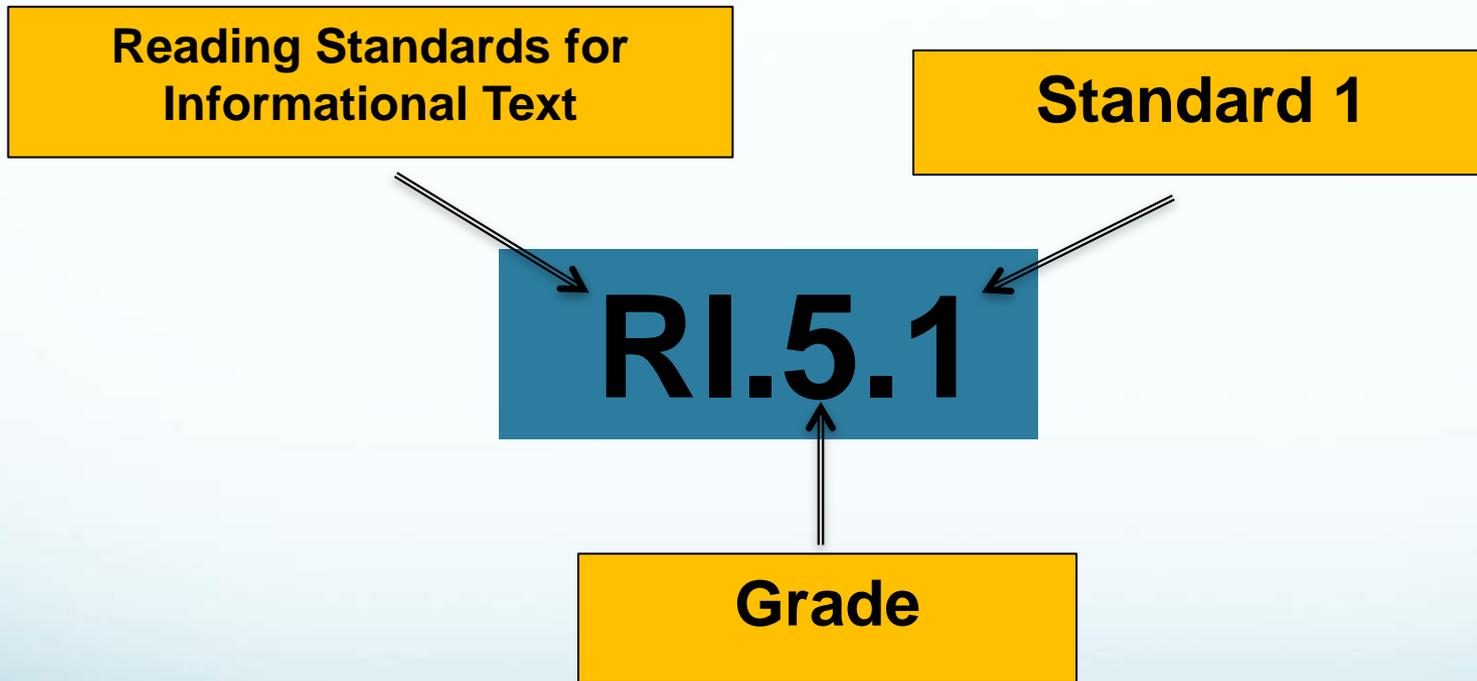
Clusters

Standards

Standards Coding

- RL = Reading Standards for Literature
- RI = Reading Standards for Informational Text
- RF = Reading Standards for Foundational Skills
- W = Writing Standards
- SL = Speaking and Listening Standards
- L = Language Standards

Grade-Specific Example



Coding Review

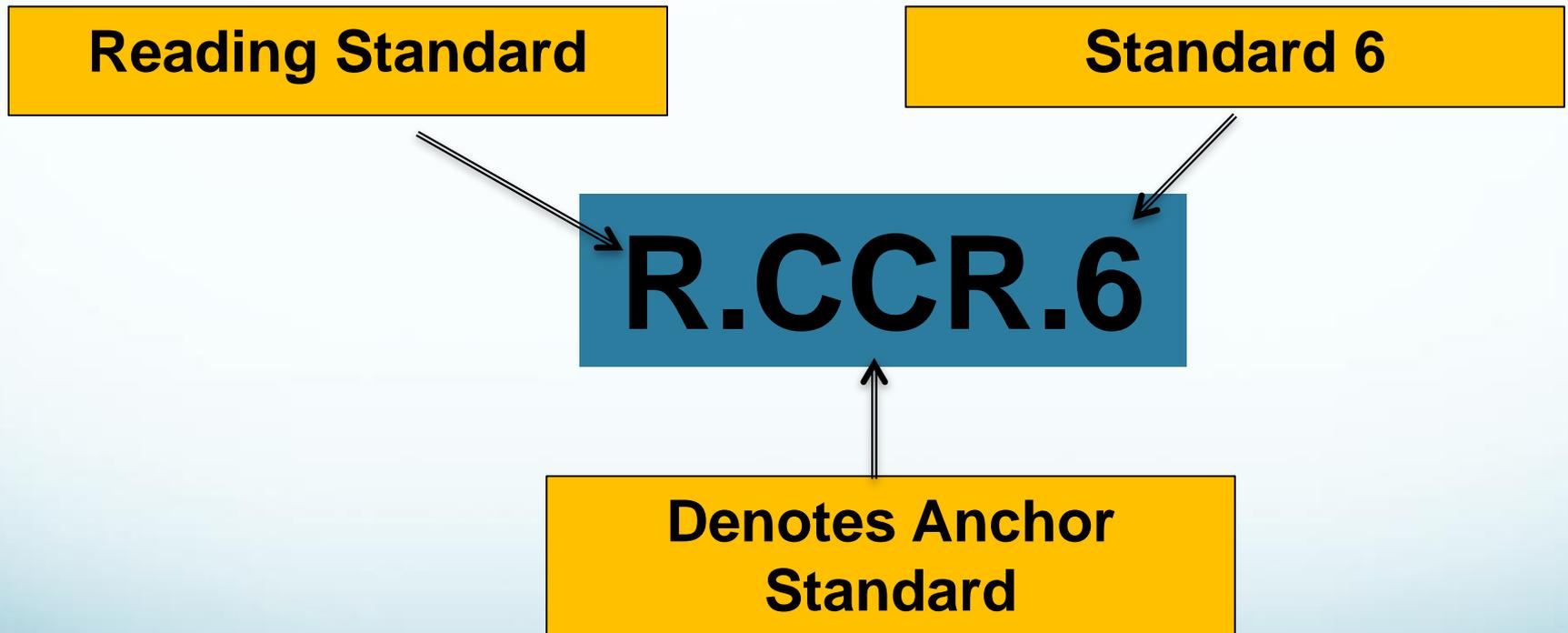
W.4.3

Writing, Grade 4, Standard 3

SL.8.1a

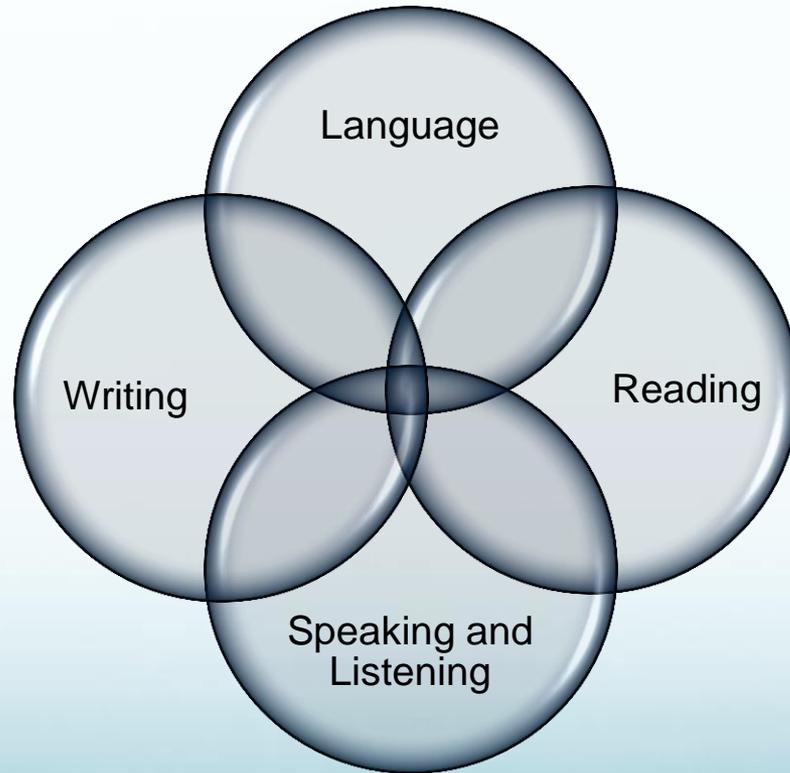
Speaking and Listening, Grade 8, Standard 1a

Anchor Standard Example



Integration

talk about it – read about it – write about it



Media and Technology

- Rather than be set off in a separate section, skills related to media and technology (both critical analysis and production of media) are integrated throughout the ELA Standards.



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.

Writing

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.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

What is Not Covered by the Standards?

Page 6 of the Introduction to the Standards

For example:

- They define what all students are expected to know and be able to do, not how teachers should teach.
- While the Standards focus on what is most essential...a great deal is left to the discretion to teachers and curriculum developers.



II. Vertical Alignment

Examination of the Progression of the Standards

Looking Deeper at Vertical Alignment

How do the Anchor Standards translate grade by grade?

Directions:

- Use the legal-sized handout (blue side)
- For each Standard, highlight the changes at each grade level. (Ask yourself what's different?)
- Revisit two grade-level standards that are side-by-side and focus on the differences between the two. What are the different expectations for students?





Common Core State Standards: English Language Arts

SHOW STANDARDS FOR: Anchor strand:

Grade range:

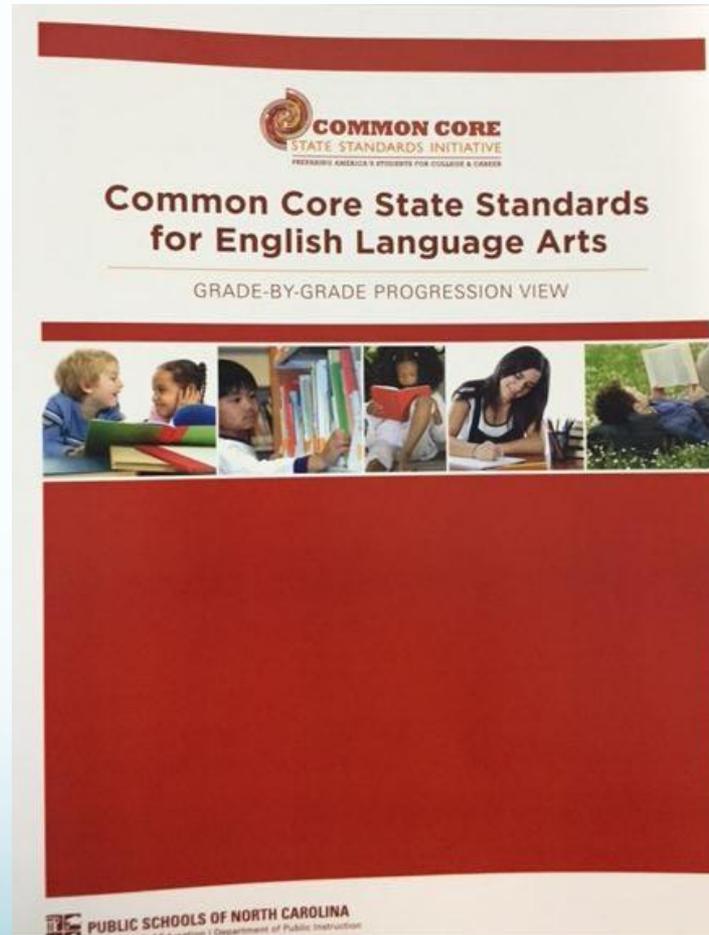


Mouse over a standard to view an explanation of the changes at that grade level. To see highlighted changes, you may have to view the entire standard by clicking "more." [Hide changes at each grade level](#)

READING: INFORMATIONAL TEXT

ANCHOR STANDARDS	GRADE-LEVEL STANDARDS		
	Grade 8	Grades 9-10	Grades 11-12
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.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Progression Document



10 Minute Break

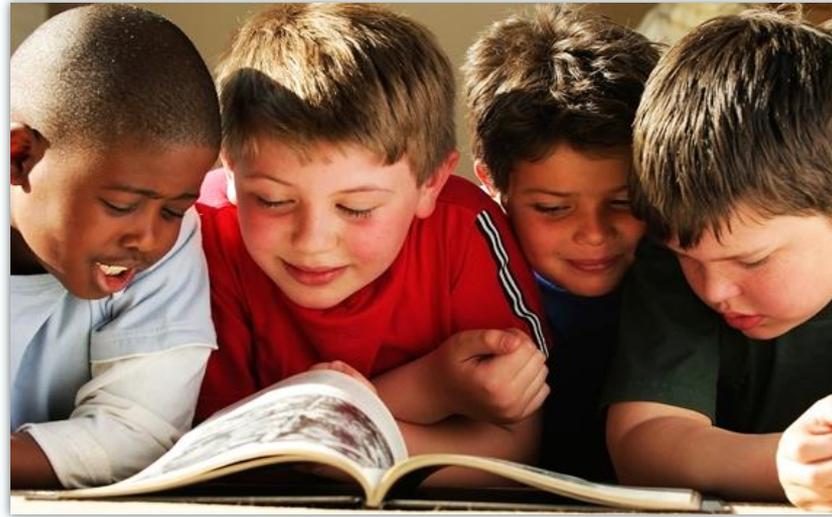


III. The 4 Strands:

Reading, Writing, Speaking and Listening, Language

A close look at each strand including an overview of the skills





Reading Standards

Literature, Informational, Foundational Skills

Informational and Literature Standards share the same CCR Anchor Standards.

Standard	Anchor	Literature	Informational
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	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward resolution.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Looking Closely at the Reading Standards

1. Sit with your partner.
2. Choose either elementary or secondary.
3. One examines the literature standards for the skills on the upcoming slides.
4. The other examines the informational standards for those same skills.
5. Discuss.

Elementary – 5th grade

Page 12 for Literature
Page 14 for Informational

Secondary – 8th grade

Page 36 for Literature
Page 39 for Informational

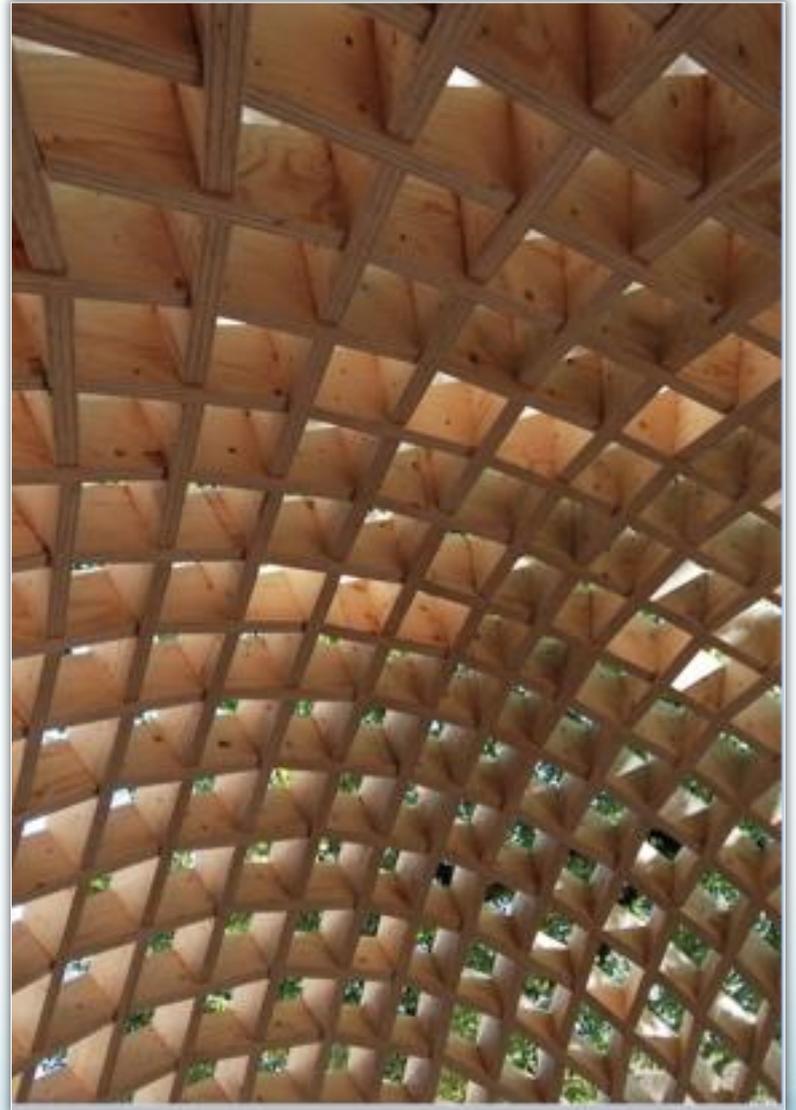
Key Ideas and Details Cluster:

- Inferring
- Finding central ideas or themes
- Summarizing
- Ideas and details



Craft and Structure Cluster:

- Word choice
- Figurative language
- Text structure
- Point of view



Integration of Knowledge and Ideas Cluster:

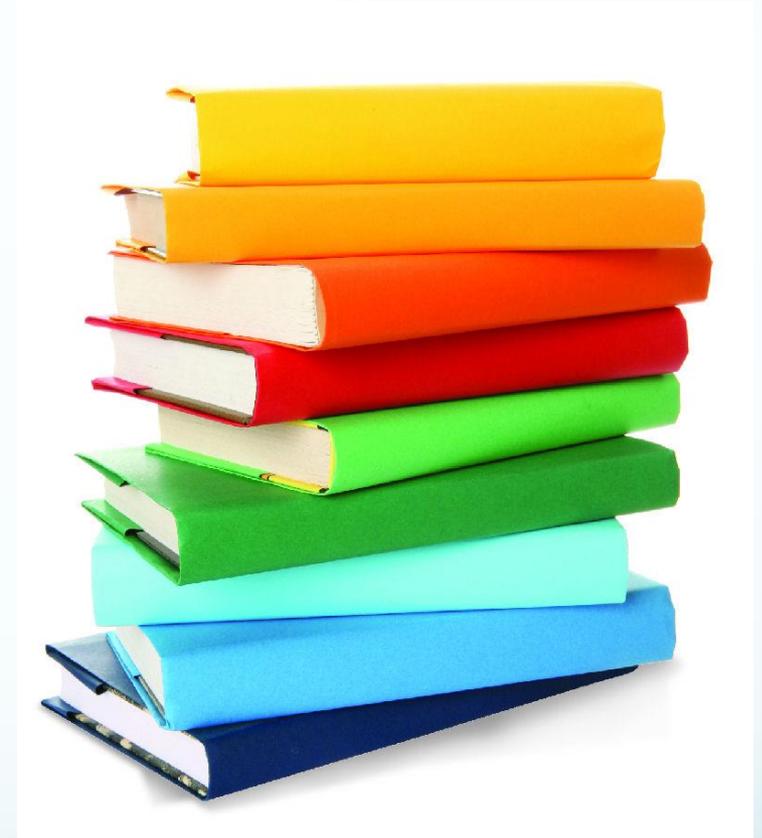
- Integrating multiple formats
- Evaluating the author's argument
- Examining evidence
- Comparing texts

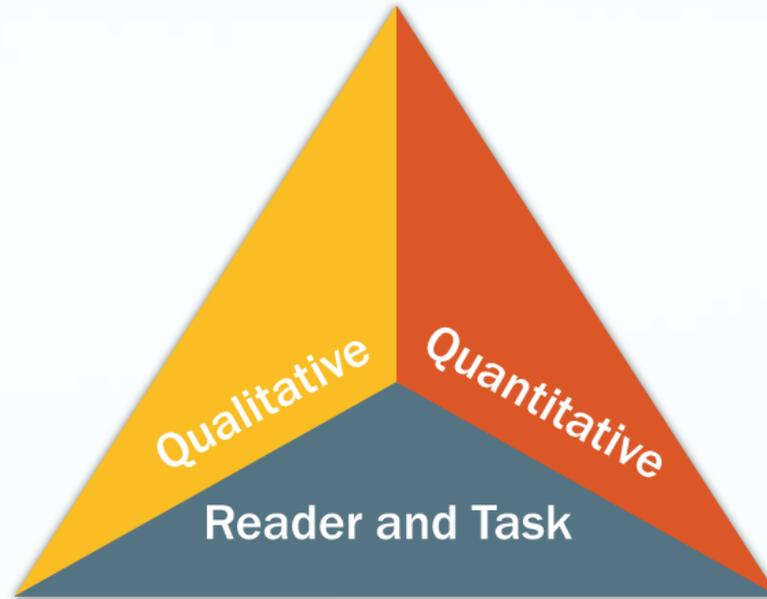


Range of Reading and Level of Text Complexity Cluster:

- Comprehension
- Independent
- Proficient

Key requirement is that students will be able to comprehend texts of steadily increasing complexity as they progress through school.



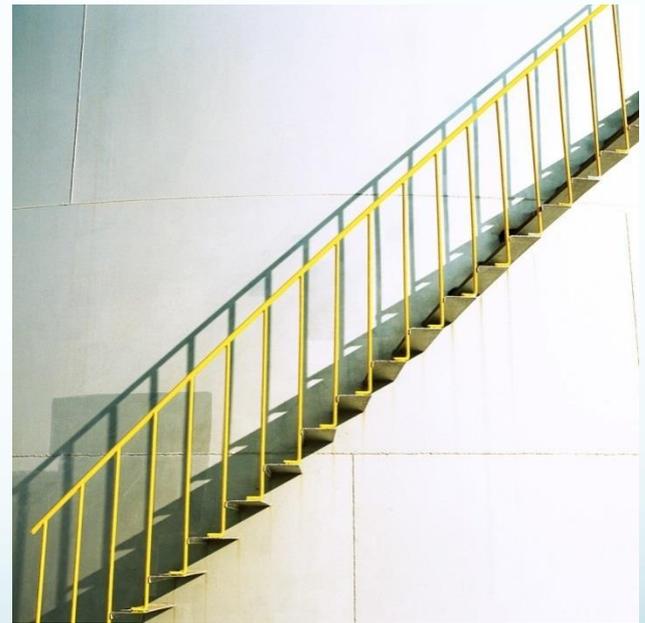


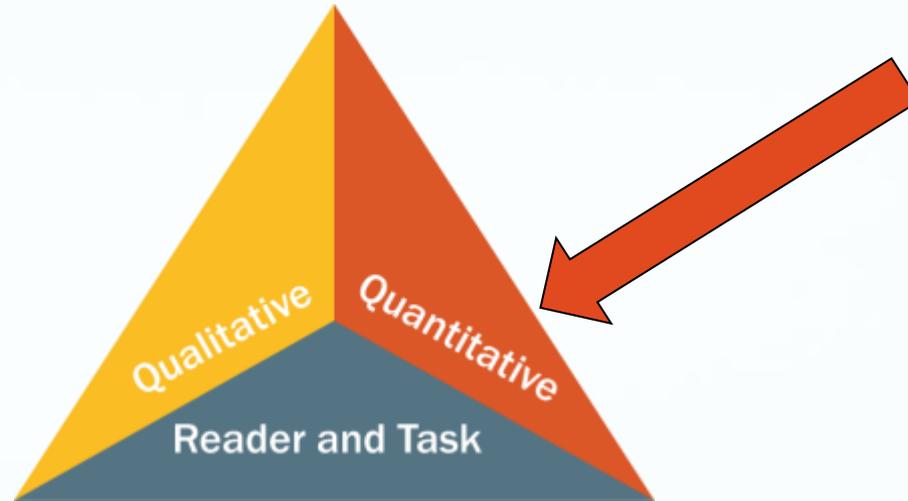
Text Complexity

Where does text complexity appear in the Standards?

R.CCR.10:

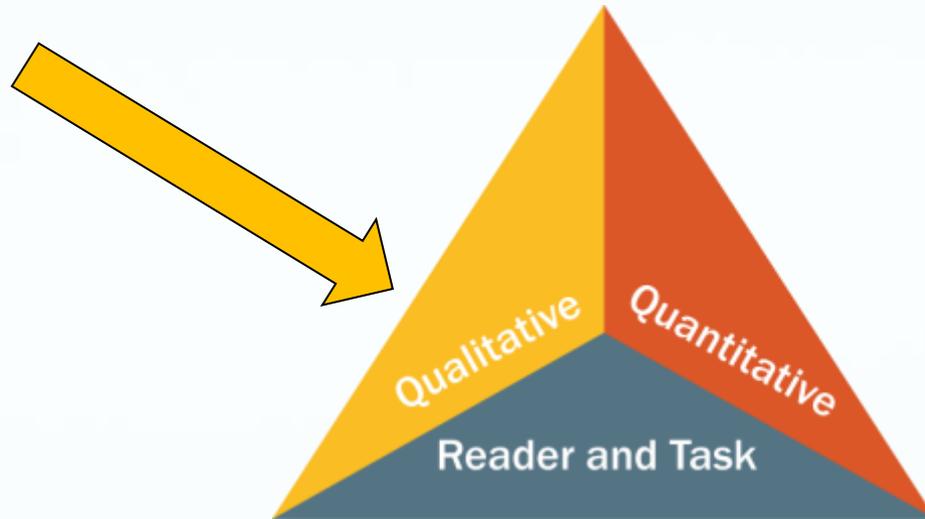
Read and comprehend complex literary and informational texts independently and proficiently.





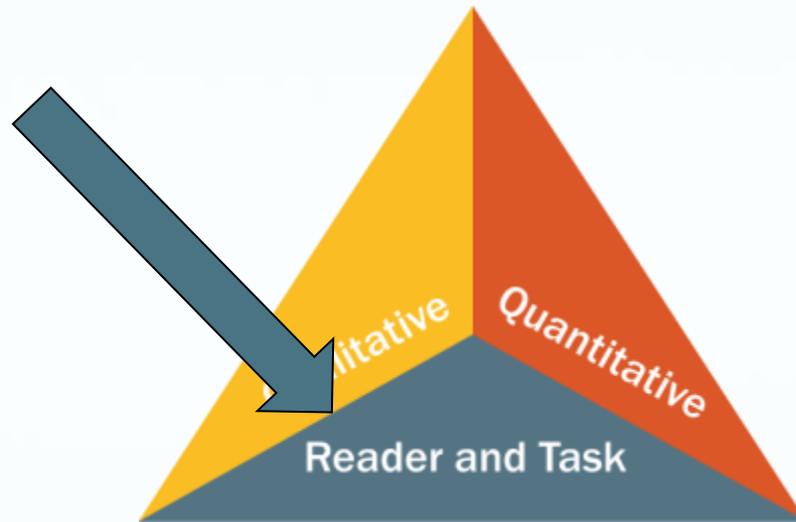
Quantitative Evaluation of the Text:

Readability measures and other scores of text complexity



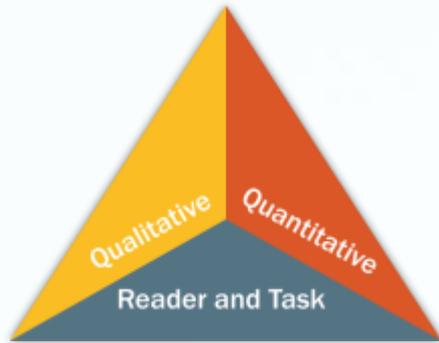
Qualitative Evaluation of the Text:

- Levels of meaning
- Structure
- Language conventionality and clarity
- Knowledge demands



Reader and Task:

Reader variables (such as motivation, knowledge and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed).



It is important to not just consider the quantitative measure of a text. All three sides of the triangle should be considered.

EXAMPLE: Consider the novel *The Grapes of Wrath*

Quantitative Measure = grade 2-3

Qualitative Measure = multiple levels of meaning including metaphorical and philosophical, themes are sophisticated.

Recommended Placement: Though considered extremely easy by the quantitative measure, *The Grapes of Wrath* has a sophistication that makes it more suitable for early high school.

In ELA Classrooms K-12: 50% Informational and 50% Literature

The percentages in the table reflect the sum of student reading, not just reading in ELA classrooms but **through the course of a school day - including all subjects.**

The Standards aim to align instruction with the National Assessment of Educational Progress (NAEP) framework.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework		
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Reading Foundational Skills (K-5):

There are four Standards under the following clusters:

- Print concepts (K-1)
- Phonological awareness (K-1)
- Phonics and word recognition (K-5)
- Fluency (K-5)

There are no Anchor Standards for these Standards although there is a progression across grades.

10 Minute Break



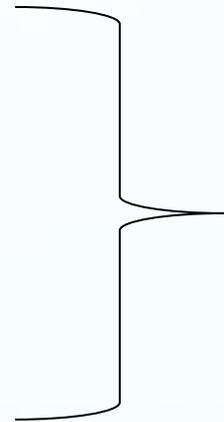
Writing Standards



Review of the Writing Standards 1-3

Text Types and Purposes

- ① Argument
- ② Informational/Explanatory
- ③ Narrative



**Three Text
Types**

What does Appendix A tell us about the text types?

In the descriptions look for:

- Definition
- Purpose
- How Students Demonstrate



Combining the Text Types



- *Skilled writers many times use a blend of these three text types to accomplish their purpose...*

(from Appendix A)

The Emphasis on Argument

- *While all three text types are important, the Standards put particular emphasis on students' ability to write sound argument on substantive topics and issues, as this ability is critical to college and career readiness.* p.24 Appendix A
- It's important to teach all types.

Examining the Progression of Writing Standard 1

- Look at the first writing standard.
- Using a pen/pencil/highlighter move from grade to grade underlining what is different from the previous grade.

Review of the Writing Standards 4 – 6

Production and Distribution of Writing

- ④ Developing and organizing according to task, purpose, and audience
- ⑤ Revising, editing, rewriting to strengthen writing
- ⑥ Using technology to produce, publish, and collaborate

Review of the Writing Standards 7- 9

Research to Build and Present Knowledge

- ⑦ Completing short and long research projects
- ⑧ Gathering, assessing, and integrating information from multiple sources
- ⑨ Drawing evidence from texts to support analysis

Standard 10

Range of Writing

- ⑩ Writing routinely for a range of tasks, purposes, and audiences



Speaking and Listening

Divided into two clusters:

- **Comprehension and Collaboration** – emphasizes being prepared for discussions, building on the ideas of others, evaluating a speaker's information, integrating information
- **Presentation of Knowledge and Ideas** – presenting information (task, purpose, audience), using diverse media, adapting speech

Anchor Standards on Speaking & Listening

Comprehension and Collaboration

- [SL.CCR.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- [SL.CCR.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- [SL.CCR.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards on Speaking & Listening

Presentation of Knowledge and Ideas

- [SL.CCR.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- [SL.CCR.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- [SL.CCR.6](#) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening K-5

K-2 SL.1 – SL.3 Comprehension and Collaboration	3-5 SL.1 – SL.3 Comprehension and Collaboration
Participate in conversations to linking their comments to others.	Explain ideas in light of discussion.
Understanding to recounting and describing key details.	Higher order skills – main idea, paraphrase, summarize.
Ask and answer questions about what a speaker says (K-3).	Identify the reasons and evidence that a speaker gives.

Speaking & Listening K-5

K-2 SL.4 – SL.6 Presentation of Knowledge and Ideas	3-5 SL.4 – SL.6 Presentation of Knowledge and Ideas
Tell a story that may be familiar.	Report on a topic.
Add drawings/visuals (K-1).	Create audio (multimedia) (2-5).
Produce and speak in complete sentences (K-3).	Differentiate between formal and informal English situations (4-5).

Speaking & Listening 6-12

6-8 SL.1 – SL.3 Comprehension and Collaboration	9-12 SL.1 – SL.3 Comprehension and Collaboration
Engage effectively in a range of collaborative discussions	Initiate and participate effectively in a range of collaborative discussions
Analyze information presented in diverse media and formats	Integrate multiple sources of information presented in diverse media or formats
Delineate a speaker's argument and claims, as well as the relevance of the evidence	Evaluate and assess a speaker's point of view, rhetoric, and tone

Speaking & Listening 6-12

6-8 SL.4 – SL.6 Presentation of Knowledge and Ideas	9-12 SL.4 – SL.6 Presentation of Knowledge and Ideas
Present claims and findings in a coherent and relevant manner using valid reasoning	Present information in such a way that listeners can follow the line of reasoning including opposing perspectives
Include and integrate multimedia components to clarify, emphasize, and strengthen	Make strategic use of digital media to enhance understanding of findings, reasoning, and evidence
Adapt speech to a variety of contexts and tasks and demonstrate command of formal English	Adapt speech to a variety of contexts and tasks and demonstrate command of formal English

Speaking & Listening and Reading

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 conclusion drawn from the text.



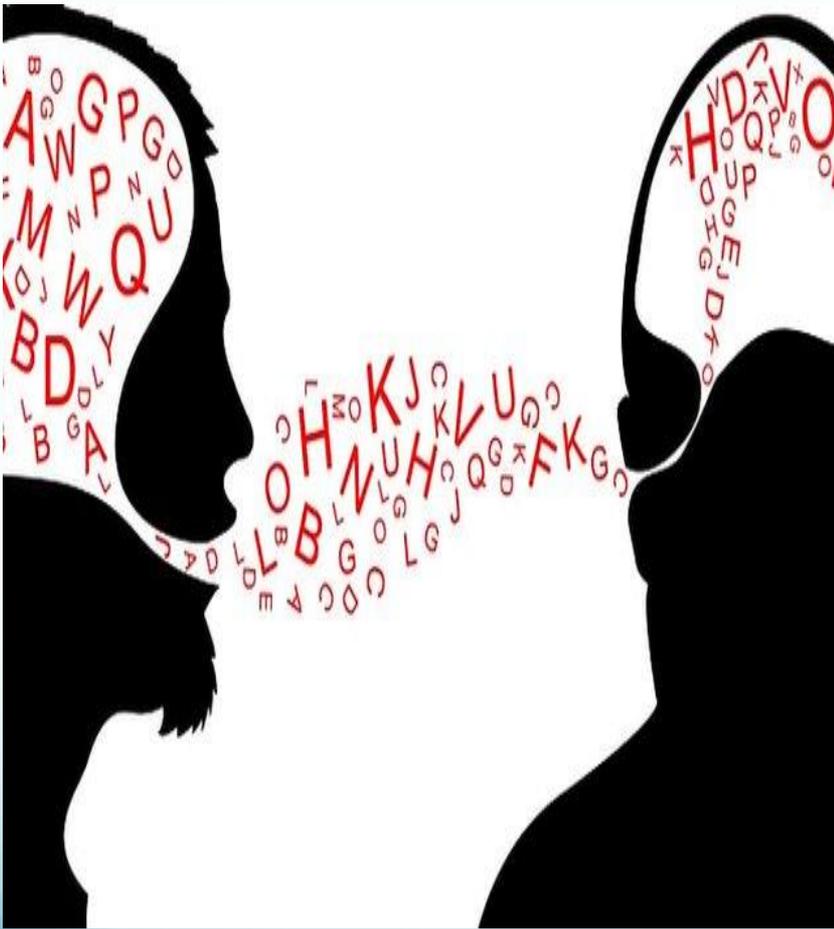
R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as **in words**.

Speaking & Listening and Writing



W.CCR.6 Use technology, including the Internet, to produce and publish writing and to **interact and collaborate** with others.

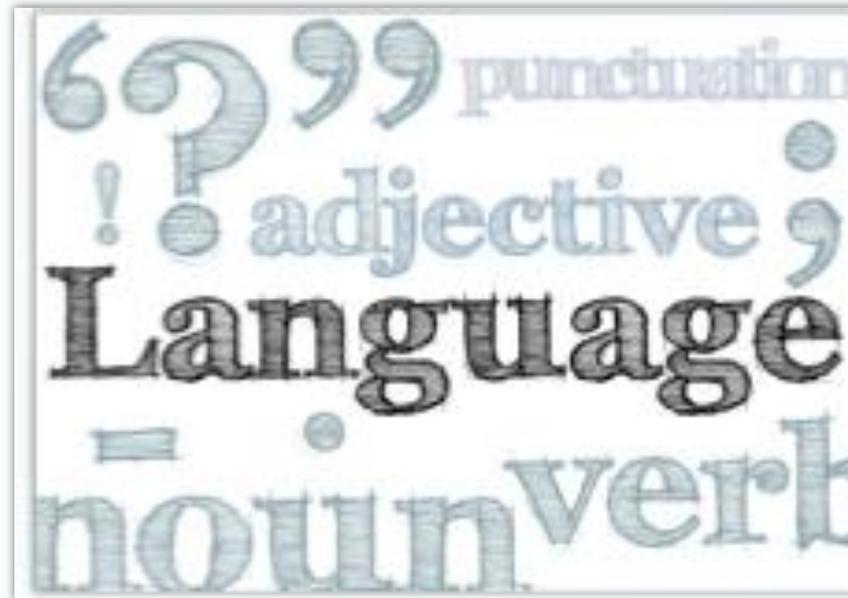
Speaking & Listening and Language



L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or **speaking**.

L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or **listening**.

L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, **speaking, and listening** at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Language Standards

To be college and career ready in language, students must ...

have firm control over the conventions of standard English. (CCSS, pg. 51)

Conventions of Standard English (cluster)

L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

To be college and career ready in language, students must ...

appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. (CCSS, pg. 51)

Knowledge of Language (cluster)

L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

To be college and career ready in language, students must ...

have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. (CCSS, pg. 51)

Vocabulary Acquisition and Use (cluster)

L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Questions



Contact Information

Julie Joslin, Ed.D.
Section Chief
English Language Arts
919-807-3935
Julie.Joslin@dpi.nc.gov