

Common Core Standards

English Language Arts for K-5

ELA Standard Strands

- Reading
- Writing
- Listening and Speaking
- Language

The CCSS ELA standards are broken into four strands: Reading, Writing, Listening and Speaking, and Language. In this workshop, we'll be sampling and exploring various standards within these strands. The intent is to help orient you to how to read and work with the standards, but we will not be able to go into depth with every standard. Instead, you will leave with some processes that you can use with your colleagues to continue familiarizing yourselves with the CCSS for ELA. Additionally, while we will use a variety of ways of interacting with the standards today, you may find it more manageable to work on your examination of the standards with colleagues in smaller doses, focusing on one strand at a time and examining how the appendices support your understanding.

Navigating the Standards

- Vertically by grade level
- Horizontally across standard
- Use of appendices
 - Appendix A
 - Text Complexity
 - Foundational Skills
 - Vocabulary Concepts
 - Appendix B
 - Text exemplars from text types
 - Performance task examples for reading
 - Appendix C
 - Annotated writing samples
- Integration across standard strands

Grade level teachers at the K-5 span will naturally want to know what the standards look like for their respective grade level, but in addition to this lens, it is critical to follow the standards across from K-5 and even beyond into grades 6-8. When following the standards horizontally, you are able to see the progress of the standard develop across grade levels, thus helping you to know what is coming before and what is coming afterwards.

The appendices are essential to understanding the standards. Appendix A should be read as a preface to the standards. It contains significant background information about the development of the standards, information that clarifies specific sections of the standards (such as text complexity, foundational reading skills, and vocabulary development), a glossary, and a bibliography. Appendix B illuminates the reading standards by providing text exemplars from a variety of genres across the K-12 span at appropriate levels of complexity, as well as sample performance tasks directly connected to the standards. Appendix C contains authentic classroom produced and on-demand writing samples from K-12 that are annotated to demonstrate the writing standards.

Finally, as you become familiarized with the standards, you should note how all four ELA strands are interwoven. For instance, writing standards directly connect to specific reading standards.

Reading Standards

- **Literature**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
- **Informational Text**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
- **Foundational Skills**
 - Print Concepts K-1
 - Phonological Awareness K-1
 - Phonics and Word Recognition K-5
 - Fluency K-5

This is the breakdown of the Reading Standards by heading and sub-heading. It is important to note that Foundational Skills is unique to the K-5 span. The headings and subheadings come directly from the Anchor Standards for Career and College Readiness.

Let's Explore....Reading Literature

- Locate the standards for literature:
<http://www.maine.gov/education/lres/ela/elem.html>
- Find your grade level and read down through each literature standard at your grade level.
- How do these standards compare to what you currently teach in the area of literature? What seems the same? What seems new or different?
- Talk with a partner or your table about your findings.

Let's Explore...Reading Literature

- Now explore the standards in a horizontal fashion...let's take #4 under *Craft and Structure*.
- Read across this standard from K-5 and try to "get the gist" of the standard.
- Talk with a partner about what you notice in terms of the developmental continuum of this standard and the level of rigor.
- Now let's look at an example of a text and performance task from Appendix B related to this standard.
 - Students read Paul Fleischman's poem "Fireflies," determining the meaning of *words and phrases in* the poem, particularly focusing on identifying his use of *nonliteral language* (e.g., "light is the ink we use") and talking about how it suggests meaning. [RL.3.4]
 - What would a student need to know and be able to do to be successful with this task? Talk with your table about what you notice.

The process outlined for Standard #4 in Reading Literature can be used with any of the Reading Literature standards.

Notice that the italicized words in the performance task directly connect to the language of standard 4 in Reading Literature at the grade 3 level (hence the coding RL 3.4 which refers to Reading Literature, grade level 3, standard 4).

Let's Explore....Reading Informational Text

- Locate the standards for informational text:
<http://www.maine.gov/education/lres/ela/elem.html>
- Find your grade level and read down through each standard at your grade level.
- How do these standards compare to what you currently teach in the area of informational text? What seems the same? What seems new or different?
- Talk with your table about your findings.

Let's Explore...Reading Informational Text

- Now explore the standards in a horizontal fashion...let's take #1 under *Key Ideas and Details*.
- Read across this standard from K-5.
- Talk with a partner about what you notice in terms of the developmental continuum of this standard and the level of rigor.
- Now let's look at an example of a text and a performance task from Appendix B related to this standard.
 - Students *quote accurately and explicitly* from Leslie Hall's "Seeing Eye to Eye" to *explain statements* they make and ideas they *infer* regarding sight and light. [RI.5.1]
 - What would a student need to know and able to do to be successful with this task? Talk with a partner about what you notice.

This task comes from Reading Informational Text at the grade 5 level and the focus of the task is on standard 1.

Let's Explore....Foundational Skills

- Locate the standards for foundational skills:
<http://www.maine.gov/education/lres/ela/elem.html>
- Find your grade level and read down through each standard at your grade level
- How do these standards compare to what you currently teach? What seems the same? What seems new or different?
- Talk with a partner about your findings.

Let's Explore...Foundational Skills

- Now explore the standards in a horizontal fashion...let's take *Phonics and Word Recognition*.
- Read across this standard from K-5. What are some terms that an educator would need to understand to effectively teach this standard?
- Then, go to pages 17-22 in Appendix A and scan the information that supports the Foundational Skills standards.
- Talk with your table about what you notice about the developmental continuum of this standard and the level of rigor. How do these standards fit with what you currently teach? What seems to be new or different? Which of the terms you identified can you find explained here?

Some of the terminology in the Foundational Skills standards may be new or unfamiliar to some educators. Information that explains the content of the Foundational Skills standards can be found in Appendix A.

Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

The Writing standards are broken up under four sub-headings that come from the College and Career Readiness Anchor Standards.

Let's Explore.....Writing Standards

- Read down through the standards at your grade level. Pay particular attention to how the standards in each strand fit together.

<http://www.maine.gov/education/lres/ela/elem.html>

- Turn and talk with a partner. What was confirming? What was surprising?
- Now, choose a strand of writing standards and read across them horizontally from K-5. Talk with your table. What do you notice? How are the writing standards integrated with the reading standards?

A great way to approach the task of reading across the writing standards in a horizontal fashion when working with educators sitting in groups or team is to have each group/team read across a different standard and “get the gist” of it to share with the other groups. Groups can display their summaries of the standards visually on chart paper and everyone can walk around to read about each standard.

Let's Explore...Writing Standards

- Visit Appendix C.
- Read through several of the writing samples at your grade level and compare them to the standards for your grade level. Be sure to read the annotations for each piece.
- Talk with a partner about what you notice. What questions do you have?

The annotations that accompany each writing sample help you to understand the features of each piece that exemplify the various writing standards. The writing samples include both on-demand and classroom produced pieces.

Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

The Speaking and Listening standards are broken up under two headings.

Let's Explore...Speaking and Listening

- Read through the standards for your grade level.
<http://www.maine.gov/education/lres/ela/elem.html>
- Have your table group divide up the standards and read across them to study the progression. Share the focus of each of standard.
- Compare the *Speaking and Listening* Standards to the *Reading* and *Writing* Standards. Talk with your table about ways these standards can be integrated.

A way to approach this strand is to break up people at a table into teams, with each team being responsible for studying and summarizing the gist of one of the Listening and Speaking standards for the other people at the table (a jigsaw approach).

Language Standards

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

The Language Standards are categorized under three headings.

Let's Explore...Language Standards

- Read through the standards for your grade level.
<http://www.maine.gov/education/lres/ela/elem.html>
- Choose a strand of standards to read across to study the progression. Talk with a partner about what you notice.
- Compare the *Language Standards* to the *Reading, Writing, and Speaking and Listening Standards*. Talk with your table about ways these standards can be integrated.

Supporting information for the content of the Language Standards can be found in Appendix A. Another useful step in becoming familiar with these standards is to search Appendix A for the information that supports the Language Standards.

Text Activity—Read Aloud

Using the read aloud text you brought, explore the Common Core ELA standards thinking about which you might target through this text.

- How does the complexity of this text align with other texts recommended at your grade level from Appendix B?
- What vocabulary could be developed through this text?
- What comprehension strategies could be targeted through this text?
- What aspects of writing development would this text support?
- What aspects of listening, speaking, and language development could be connected to this text?

It is helpful to compare texts that you read aloud to the text exemplars in Appendix B to explore aspects of text complexity. Text complexity is examined in depth in Appendix A. The questions above can also guide educators to connect the content of texts to specific CCSS ELA standards.

Text Activity—Student Read

Examine the student read text you brought through the lens of the Common Core ELA standards.

- How does the complexity of this text align with other texts recommended at your grade level?
- What word recognition skills could be practiced through this text?
- What vocabulary could be developed through this text?
- What comprehension strategies could be targeted through this text?
- What aspects of writing development would this text support?
- What aspects of listening, speaking, and language development could be connected to this text?

It is helpful to compare texts that you have students read to the text exemplars in Appendix B to explore aspects of text complexity. Text complexity is examined in depth in Appendix A. The questions above can also guide educators to connect the content of texts to specific CCSS ELA standards.

Questions and Feedback

- Big Ideas and Burning Questions
- Tickets to Go

Save time at the end of your work to reflect on new understandings or big ideas you'll be taking with you, and to share burning questions that have surfaced. Talk about the processes used to explore the standards, noting which were the most helpful to your learning.