

# **Common Core State Standards**

## **Preparations and Changes**

**October 16 & 18, 2012**

# Last Year's Preparation

- **Guided Reading - Classroom Libraries** were ordered to support Guided Reading and the addition of Non-fiction demands. These will be shared this year within the grade level. The Classroom Libraries provide a resource for individualized instruction, with children being challenged at their level.
- **Differentiation**
- **Paragraph Structure**
- **IRI's** were piloted last year. This year they were implemented for grade levels K-5. Information learned from the IRI's help guide instruction on an individual and group basis.
- **Common Core Changes** were dissected with teachers to prepare for changes affecting instruction.
- A **Scope and Sequence** for each grade level was developed and correlated with the new standards.
- **Revised curriculum** for Science, Social Studies, Language Arts, and Math.

# Common Core State Standards

## **1. Three Reading Sections – Much more organized and clearer for type of text required.**

- Literature (Fiction – fantasy, mystery, fairytales, folktales)
- Informational Text (Nonfiction – factual based information – biography, autobiography, reports, how-to )
- Foundational Skills (Phonemic Awareness – phonics, word recognition, fluency)

## **2. Writing**

## **3. Speaking and Listening**

## **4. Language**

## Reading Standards for Informational Text

### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. *With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.*

### Craft and Structure

4. With prompting and support, *ask and answer questions about unknown words in a text.*
5. Identify the front cover, back cover, and title page of a book.
6. *Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.* (This used to be in first grade.)

### Integration of Knowledge and Ideas

7. With prompting and support, *describe the relationship* between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text and illustration depicts).
8. *With prompting and support, identify the reasons an author gives to support points in a text.*
9. *With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).* (Old standard was to “make predictions.”)

### Range of Reading and Level of Text Complexity

10. *Actively engage in group reading activities with purpose and understanding. (In Fluency section of old standards there was retell, reenact, and dramatize.)*

The changes are of complexity and rigor.

# Reading Standards for Grade K – Informational

## Reading Standards for Informational Text

### Key Ideas and Details:

1. Ask and answer questions about key details in a text. (Mentioned in study skills of old standards.)
2. Identify the main topic and retell key details of a text.
- 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. NEW** (Old says “conclusion.”)

### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (Old – antonyms)
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
- 8. Identify the reasons an author gives to support points in a text. NEW**
9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (Old Standards – begin to recognize work of favorite illustrators.)

### Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

# Reading Standards For Grade 1 – Informational

## Reading Standards – Informational Text

### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. *Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.*
3. *Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.*

### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*.
5. Know and use various text features (e.g., captions, bold print, subheadings, *glossaries, indexes, electronic menus, icons*) to locate key facts or information in a text *efficiently*. *(Moved down from third grade.)*
6. *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*

### Integration of Knowledge and Ideas

7. *Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.*
8. *Describe how reasons support specific points the author makes in a text.*
9. *Compare and contrast the most important points presented by two texts on the same topic.*

### Range of Reading and Level of Text Complexity

10. *By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

# Reading Standards for Grade 2 – Informational

## Reading Standards for Informational Text

### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Old Standards wording included: how, why, what if..)
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.*

### Craft and Structure

4. *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.*
5. *Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Old Standards: Use library classification systems, print or electronic, to locate information, and Use multiple sources to locate information relevant to research questions. Also used: interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research question.)*

### Integration of Knowledge and Ideas

6. *Distinguish their own point of view from that of the author of a text. (Old standards: recognize first person "I" point of view.) This provides basis for opinion/independent thought to be supported by text.*
7. Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. *Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Old Standards were less specific using the phrase "draw conclusions."*
9. *Compare and contrast the most important points and key details presented in two texts on the same topic. (Old Standards only address literature for this.)*

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, *at the high end of the grades 2-3 text complexity band independently and proficiently. (Old Standards just state "independent or appropriately designed for grade level." More specificity which supports rigor.)*

# Reading Standards for Grade 3 – Informational

## Reading Standards for Informational Text

### Key Ideas and Details

**1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (More specific. Previously, it was identify and summarize central ideas in informational texts.)

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Prior wording: distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts.)

### Craft and Structure

**4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (Old Standards: infer specific word meanings in the context of reading passages)**

**5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (More specific, complex.)**

**6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**

### Integration of Knowledge and Ideas

**7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. More complex than old: Identify and locate features that support text meaning (e.g., maps, charts, illustrations).**

**8. Explain how an author uses reasons and evidence to support particular points in a text. (This is more specific and complex.)**

**9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (More specific. Previous standards state students should read independently and research topics...)**

### Range of Reading and level of Text Complexity

**10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

# Reading Standards for Grade 4 – Informational



## Reading Standards for Informational Text

### Key Ideas and Details

- 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** (Old Standards does not specify, merely states vary reading strategies, reread to make sense, or revise predictions.)
- 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**
- 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical scientific, or technical text based on specific information in the text.** (Old Standards state, “apply graphic organizers to illustrate key concepts and relationships in a text.)

### Craft and Structure

- 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.** (Old standards state infer specific word meanings in the context; identify and use antonyms, synonyms, homophones, and monographs; or use a dictionary/thesaurus independently to define unknown words.)
- 5. Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**
- 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** (Old Standards ask students to recognize historical and cultural biases and different points of view.)

### Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability **to locate an answer to a question quickly or to solve a problem efficiently.** (Old Standards, asks students to use multiple sources to locate information; use library classification systems, print or electronic, to locate information. )
- 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Range of Reading and Level of Text Complexity

- 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.** (Old Standards requires students to read independently and research topics produce evidence of reading. No grade level mentioned in citing the regular reading of materials appropriate to independent reading level.)

# Reading Standards for Grade 5 – Informational

## Reading Standards for Informational Text

### 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.*
- 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 supported by key details.*
- 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. (Old Standards utilizes “recognizes, identifies responds” in many of the skills listed. A few use “analyze, interpret, and explain.”)*

### Craft and Structure

- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*
- 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.*
- 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (Higher level than previous standards. Groups determine meaning of words with analysis of impact of word choice.)*

### 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.
- 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.*
- 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. (Compare and contrast involving all types of texts.)*

### Range of Reading and Level of Text Complexity

- 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 6-8 text complexity band independently and proficiently.* (Old Standards requires students to read independently and research topics produce evidence of reading. No grade level mentioned in citing the regular reading of materials appropriate to independent reading level.)

# Reading Standards for Grade 6 – Informational

# Writing Types

- **Arguments (Persuasive/Opinion)** – Written to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. This is done in a reasoned, logical way.
- **Informational/Explanatory Writing** – Writing conveys information accurately. This kind of writing serves one or more related purposes to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. (*What are the different types of poetry?*) (*How do penguins find food?*) These aim to make the reader better understand by telling how or why.
- **Narrative** – This type of writing conveys experience, with real or imaginary.

Within the new standards all types of writing are required starting in Kindergarten. (See Below)

## Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they *tell a reader the topic or the name of the book* they are writing about and state an **opinion or preference** about the topic or book (e.g. *My favorite book is..*). *This is changed from personal experience only.*
2. *Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Changes from shared writing and experience stories.)*
3. *Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (Examine the depth and complexity involved here.)*

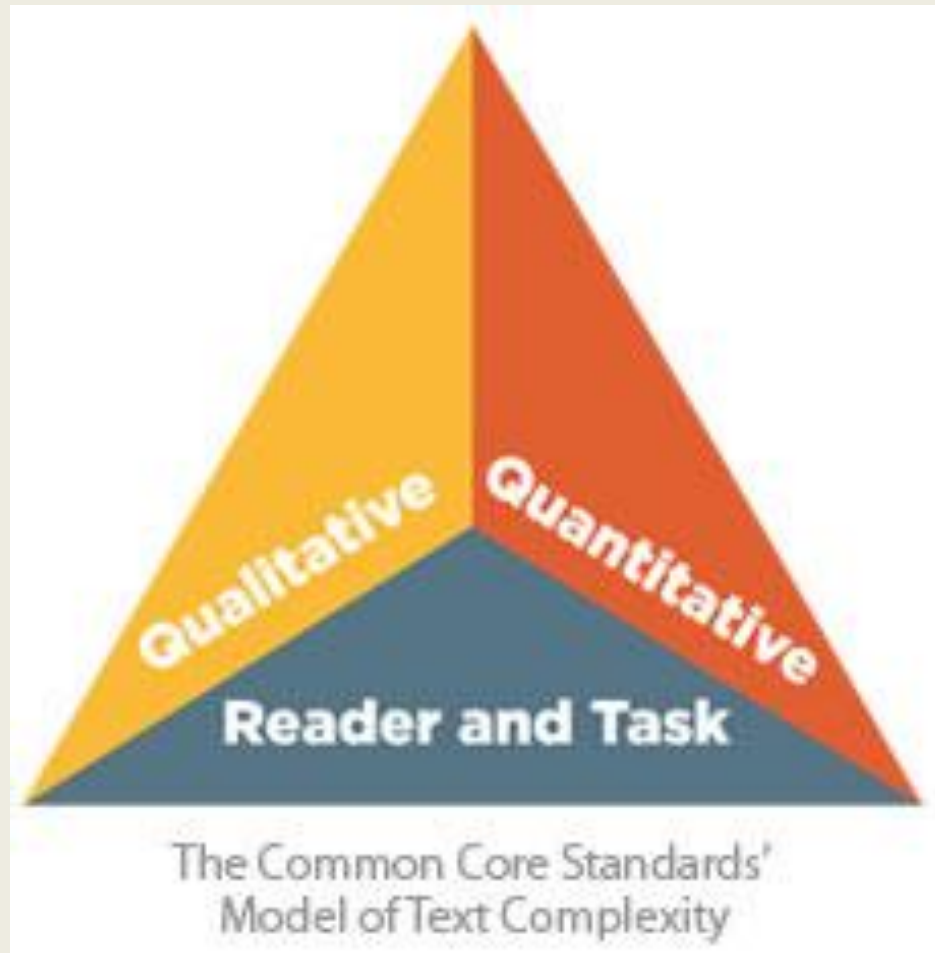
# Grades K-2 Major Shifts

- Foundational Skills are more rigorous. Knowledge and skill applications are required in earlier grade level(s).
- Building and integrating knowledge and ideas through reading and writing.
- Increased comprehension of key ideas and details as indicated by the use of textual evidence to support conclusions.

# Grades 3-6 Major Shifts

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

# Text Complexity



# Text Complexity

Common Core State Standards Initiative places a strong emphasis on the role of text complexity in evaluating student readiness for college and careers. To follow are the Common Core Standards' three equally important components of text complexity.

- **Qualitative evaluation of text (complexity):** Levels of meaning, structure, language conventionality and clarity, and knowledge demands.
- **Quantitative measures of text:** Readability measures and other scores of text complexity such as word frequency and sentence length, typically measured by computer software. (KidBiz, CTP, MAP)
- **Matching reader to text 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).

# Typical Text Measures, by Grade

Grade	2009 Study 25%-75%	2012 CCSS Text Measures
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1070L
6	860L to 920L	925L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1185L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1335L
11 and 12	1070L to 1220L	1185L to 1385L



# Staircase of text complexity beginning in Grade 2

Grade Band	Current Lexile Band	Stretch Lexile Band
K-1	NA	NA
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

# Explanation of Text Bands

- The Common Core Standards advocate a **"staircase" of increasing text complexity, beginning in grade 2, so that students can develop their reading skills and apply them to more difficult texts.** At the lowest grade in each band, students focus on reading texts within that text complexity band. In the subsequent grade or grades within a band, students must "stretch" to read a certain proportion of texts from the next higher text complexity band. This pattern repeats itself throughout the grades so that students can both build on earlier literacy gains and challenge themselves with texts at a higher complexity level. Lexile measures and the Lexile ranges help to determine what text is appropriate for each grade band and what should be considered "stretch" text.
- The Common Core Standards devote as much attention to the text complexity of what students are reading as it does to how students read. As students advance through the grades, they must both develop their comprehension skills and apply them to increasingly complex texts. The proportion of texts that students read each year should come from a particular text complexity grade band. Students must also **show a steadily increasing ability to discern more from and make fuller use of text.**

# Grade Level Text Complexity Examples

- View and discuss grade level examples
- Correlate to CCSS, comparing to the changes.

# Grade Level Writing Samples

- Samples for each grade level as provided by the state. These are pieces from a process writing.
- The types shared are argument or informational/explanatory.