

Changing to the Common Core State Standards

May 24, 2012

English Language Arts/Literacy and Mathematics

- 1. 3 Reading Sections (26 standards) – Much more organized and clearer for type of text required.**
 - **Literature (Fiction – fantasy, mystery, fairtales, folktales)**
 - **Informational Text (Nonfiction – factual based information – biography)**
 - **Foundational Skills (Phonemic Awareness – phonics, word recognition, fluency)**
 - 2. Writing (10 standards)**
 - 3. Speaking and Listening (6 standards)**
 - 4. Language (6 standards)**
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Literature Reading Standards

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. **Ask and answer questions about unknown words in a text.**
5. **Recognize** common types of texts (e.g. storybooks, poems). The old standard had students “respond to” common types.
6. With prompting and support, name the author and illustrator of a story **and define the role of each in telling the story.**

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). (The old standard asked students to make a prediction.)
8. Not applicable to literature.
9. **With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**

Range to Reading and Level of Text Complexity

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

The changes are of complexity and rigor.

Reading Standards for K – Literature

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 K – Informational

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a) Follow words from left to right, top to bottom, and page by page.
 - b) Recognize that spoken words are represented in written language by specific sequences of letters.
 - c) Understand that words are separated by spaces in print.
 - d) Recognize and name **all** upper and lowercase letters of the alphabet. (This changes from “most” to “all.”)

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a) Recognize and produce rhyming words.
 - b) **Count, pronounce, blend, and segment syllables in spoken words. (Old Standards ask students to clap syllables and substitute sounds.)**
 - c) **Blend and segment onsets** and rimes of single-syllable spoken words.
 - d) Isolate and pronounce the **initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/,/r/, or /x/.) This is more specific and in-depth than prior.** The Old Standards require the students to, “understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word.” It also asks students to learn many, though not all, one-to-one letter-sound correspondences. **The Common Core is a much higher level requirement!**
 - e) **Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

Reading Standards for K: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c) Read common high-frequency words by sight (e.g., *the of, to you, she, my, is are, do, does*).
- d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

Reading Standards for K: Foundational Skills con't

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.)

Production and Distribution of Writing

4. (Begins in grade 3.)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Prior standards only had this in listening comprehension...**not writing.**)
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. **Participate in shared research and writing projects** (e.g. explore a number of books by a favorite author and express opinions about them.)
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4.)
10. (Begins in grade 3.)

The changes here involve more writing at a more complex level with the beginning of providing text support or reasons for opinions. Notice that the three writing types are started in Kindergarten.

Writing Standards for K

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten* topics and texts with peers and adults in small and larger groups.
 - a) Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion.)
 - b) Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by **asking** and answering questions about key details and **requesting clarification** if something is not understood. **(More specific than react or share as in old standards.)**
3. **Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

Speaking and Listening Standards for K

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (More detailed than prior standards.)
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Speaking and Listening Standards for K con't

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when **writing or speaking**.
 - a) Print many upper and lowercase letters.
 - b) Use frequently occurring nouns and verbs.
 - c) **Form regular plural nouns orally by adding /s/ or /es/** (e.g. dog, dogs, wish, wishes).
 - d) **Understand and use question words (interrogatives)** (e.g. *who, What, where, when, why, how*). More specific!
 - e) **Use the most frequently occurring prepositions** (e.g. *to, from, in, out, on, off for, of, by with*).
 - f) **Produce and expand complete sentences** in shared language activities. Very specific!
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) **Capitalize the first word in a sentence and the pronoun *I***.
 - b) **Recognize and name end punctuation.**
 - c) **Write a letter or letters for most consonant and short-vowel sounds (phonemes).**
 - d) **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.** (Some of this was covered in the prior standards.)
3. (Begins in grade 2).

Vocabulary Acquisition

4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.**
 - a) **Identify new meanings for familiar words and apply them accurately** (e.g. knowing *duck* is a bird and learning the verb to *duck*).
 - b) **Use the most frequently occurring inflections and affixes** (e.g. *-ed, -s, un-, pre-, ful, less*) as a clue to the meaning of an unknown word. (This was first grade previously.)
5. **With guidance and support from adults, explore word relationships and nuances in word meanings.**
 - a) **Sort common objects into categories** (e.g. shapes, foods) to gain a sense of concepts the categories represent.
 - b) **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).** This used to be first grade.
 - c) **Identify real-life connections between words and their use** (e.g. note places at school that are *colorful*.)
 - d) **Distinguish shades of meaning among verbs describing the same general action** (e.g. *walk, march, strut, prance*) by acting out the meanings.
6. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

Changes include applying the vocabulary from interactions with text and learning.

Language Standards for K

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. (Higher level- old standards require citing evidence from text to support conclusions.)
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. Very specific; previously asked students to discuss underlying themes across cultures in various texts for literature.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (Higher complexity.)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (Old Standards require students to identify the structures, recognize differences among forms, and recognize literary elements in stories including setting, characters, plot, and mood.)
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (See comments for number 9)

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (Old Standards: recognize an author's point of view, understand author's opinions and how they address culture....)

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. More specific and higher. (Old Standards state reading in materials appropriate for their independent reading level.)

Reading Standards for 4 – Literature

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 4 – Informational

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Old Standards use persuade instead of opinion.)
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, and phrases (e.g. *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
(Old Standards state, "Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.)

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (More specific.)
 - a. Introduce a topic clearly and group related information in paragraphs and sections: include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

Very specific requirements!

Writing Standards for 4

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
 - a. Orient the reader by establishing a situation, and introducing a narrator and/or characters: organize an event sequence that unfolds naturally.
 - b. Use dialogue and description, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events. (More specificity than old standards.)
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (Old Standards state “precise language” and give parts of speech as examples.)
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) New wording and specificity in the new standards.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.) Writing process described in previous standards.
6. With some guidance and support from adults, use technology including the Internet to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum or one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Writing Standards for 4 con't

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
 - Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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 discipline-specific tasks, purposes, and audiences. Very Specific!

The reading skills are infused within the writing standards.

Writing Standards for 4

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
 - a) Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b) Follow agreed-upon rules for discussions and carry out assigned roles.
 - c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and **link to the remarks of others.** (Higher level responses required.)
 - d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. **Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.**
3. **Identify the reasons and evidence a speaker provides to support particular points.**

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Takes several from the old and combines them into this standard.)
5. Add **audio recordings** and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Old Standards asks students to use notes or other memory aids to structure a presentation.)
6. **Differentiate between context that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)**

Speaking and Listening Standards for 4

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - c) Use modal auxiliaries (e.g. *can, may, must*) to convey various conditions.
 - d) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - e) Form and use prepositional phrases.
 - f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g) Correctly use frequently confused words (e.g., *to, too, there, their*).
Very specific, demonstrating the rigor.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Use correct capitalization.
 - b) Use commas and quotation marks to mark direct speech and quotations from a text.
 - c) Use a comma before a coordinating conjunction in a compound sentence.
 - d) Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a) Choose words and phrases to convey ideas precisely.
 - b) Choose punctuation for effect.
 - c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language Standards for 4

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.
 - a) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - b) Recognize and explain the meaning of common idioms, adages, and proverbs. (Description of skills is much more specific. Previous standards ask students to identify literary devices.)
 - c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Higher level required – more complex.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g. *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Language Standards for 4
