

Educator Effectiveness Academy
English Language Arts &
Literacy in History/Social Studies, Science, and Technical
Subjects

Summer 2011

Day 1



**Welcome,
school teams!**

EEA Summer 2011: ELA & Literacy Outcomes



Participants will develop an understanding of

- the Common Core State Standards (CCSS) for English Language Arts (ELA), including the College and Career Readiness (CCR) Anchor Standards, the grade-specific standards, and the appendices
- the Common Core State Standards (CCSS) for Literacy in History/Social Studies, Science, and Technical Subjects
- the writing types defined in Writing Standards W1, W2, and W3 of the CCSS
- the Maryland Common Core State Curriculum Framework for ELA, PreK-12

EEA Summer 2011, Day 1: ELA & Literacy



Outcome for Activity 1

Participants will become familiar with the CCR Anchor Standards and the structure of the CCSS in ELA & Literacy.

CCSS for English Language Arts: Structure

Three main sections:

Table of Contents

Introduction

Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects K-5

College and Career Readiness Anchor Standards for Reading

Reading Standards for Literature K-5

Reading Standards for Informational Text K-5

Reading Standards: Foundational Skills K-5

College and Career Readiness Anchor Standards for Writing

Writing Standards K-5

College and Career Readiness Anchor Standards for Speaking and Listening

Speaking and Listening Standards K-5

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

English Language Arts, K*-5

Standards for English Language Arts 6-12

College and Career Readiness Anchor Standards for Reading

Reading Standards for Literature 6-12

Reading Standards for Informational Text 6-12

College and Career Readiness Anchor Standards for Writing

Writing Standards 6-12

College and Career Readiness Anchor Standards for Speaking and Listening

Speaking and Listening Standards 6-12

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

College and Career Readiness Anchor Standards for Language

Language Acquisition Standards: Foundational Skills, by Grade

English Language Arts, 6-12

Literacy in Hist/SS, Sci, and Tech Subj, 6-12

*Maryland is developing a PreK component.

CCSS for English Language Arts: Structure

- Four strands for English Language Arts K*-12
 - Reading
 - Writing
 - Speaking and Listening
 - Language
- Several clusters within each strand
 - Reading
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
 - Writing
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

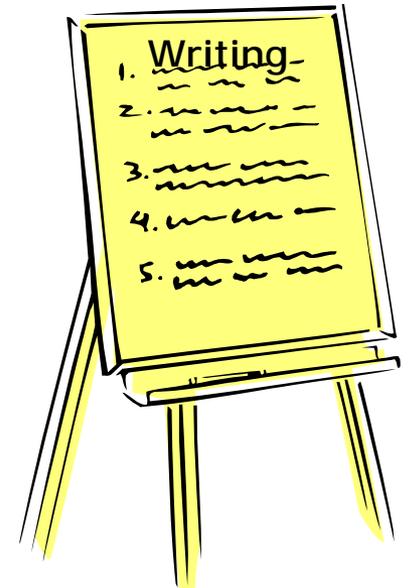
CCSS for English Language Arts: Structure

- Speaking and Listening
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- Language
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use
- Two strands for the cross-disciplinary literacy section, 6-12
 - Reading
 - Writing
- Strands broken into grade-specific standards by cluster at grades K*-8 and grade-band standards by cluster at grades 9-10 & 11-12
- A College and Career Readiness Anchor Standard precedes each standard within a cluster.

CCSS for English Language Arts: College and Career Readiness Anchor Standards

Match Game

- Choose a sentence strip and read the statement.
- Determine whether the statement relates to reading, writing, speaking and listening, or language.
- Place the statement on the correct chart.
- Remain at the chart until all charts are complete.



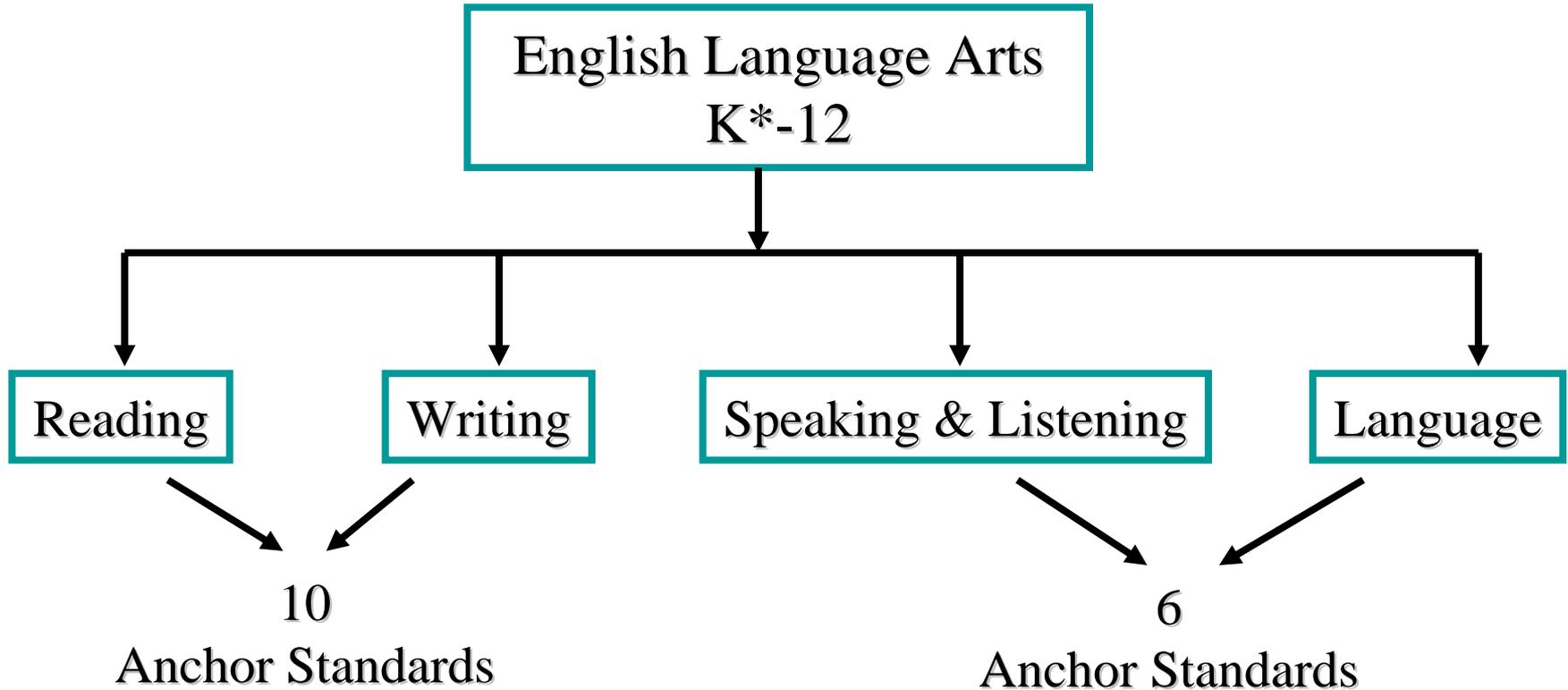
CCSS for English Language Arts: College and Career Readiness Anchor Standards

Match Game

When your chart is complete, discuss your group's reactions to the statements on your chart.



CCSS for English Language Arts: College and Career Readiness (CCR) Anchor Standards



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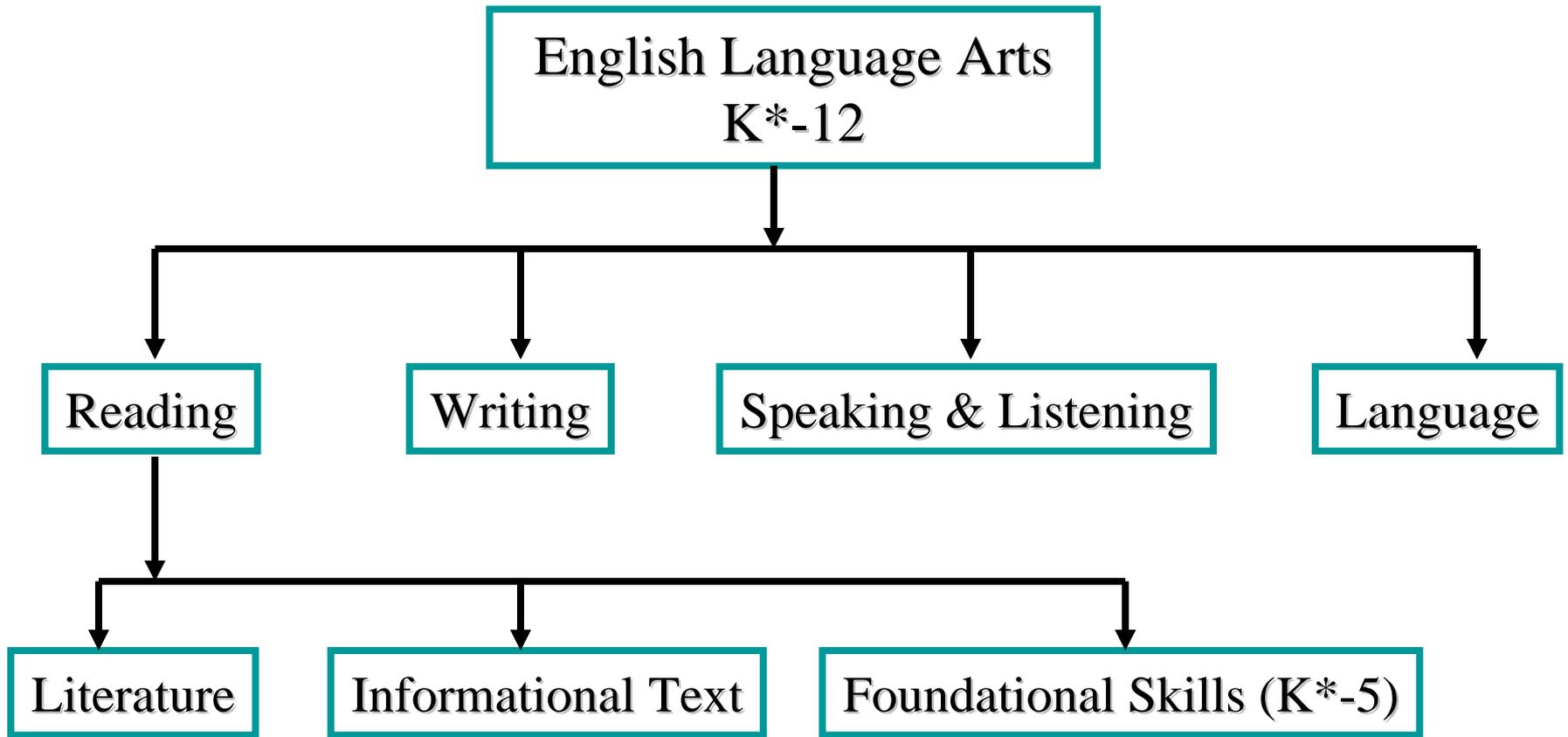
CCSS for English Language Arts: CCR Anchor Standards

College & Career Readiness Anchor Standards



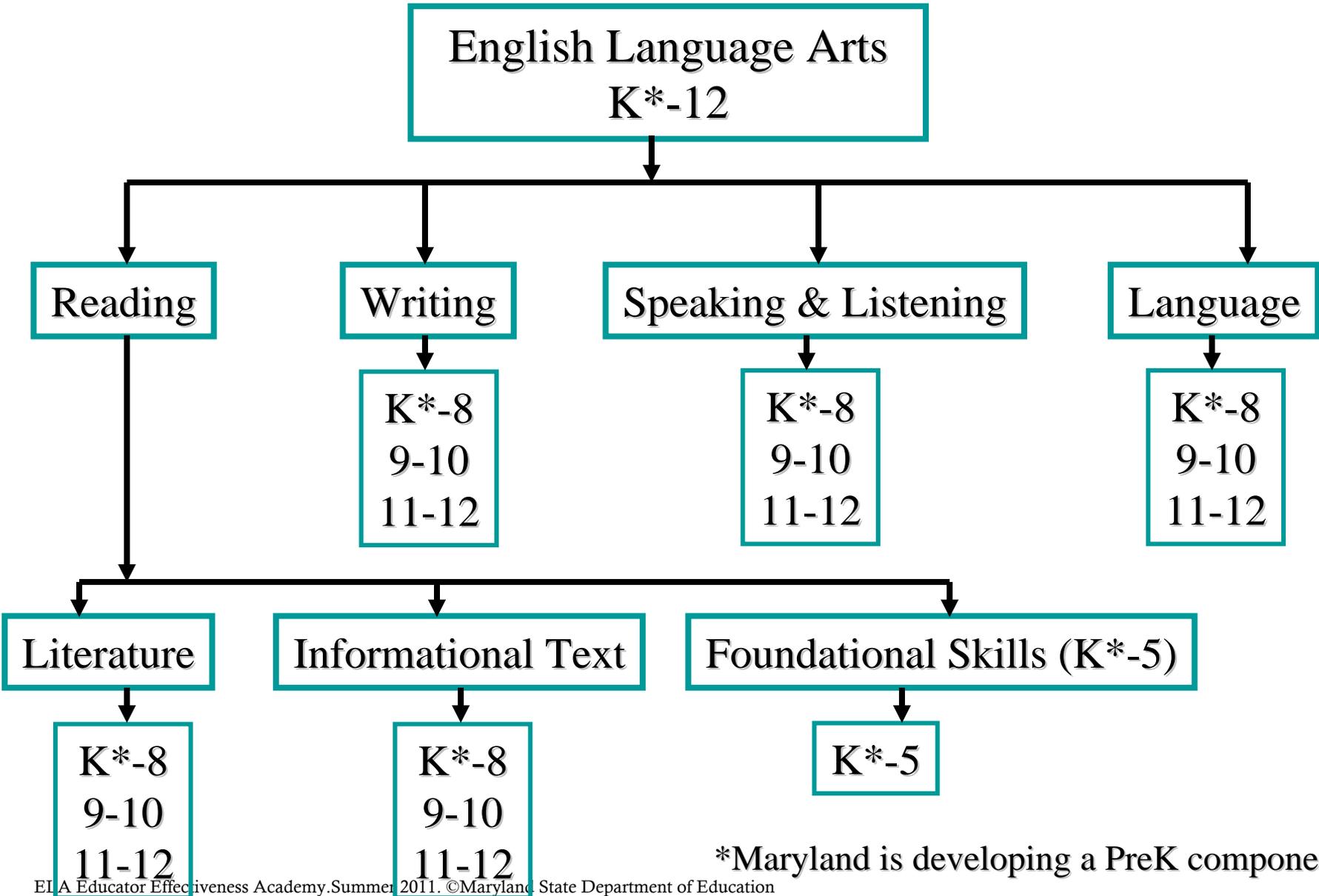
- Based on evidence about college and workforce training expectations
- Identical across all grades & contents
- Provide broad statements about college and career readiness

CCSS for English Language Arts: General Structure & Strands



*Maryland is developing a PreK component.

CCSS for English Language Arts: Grade-level standards



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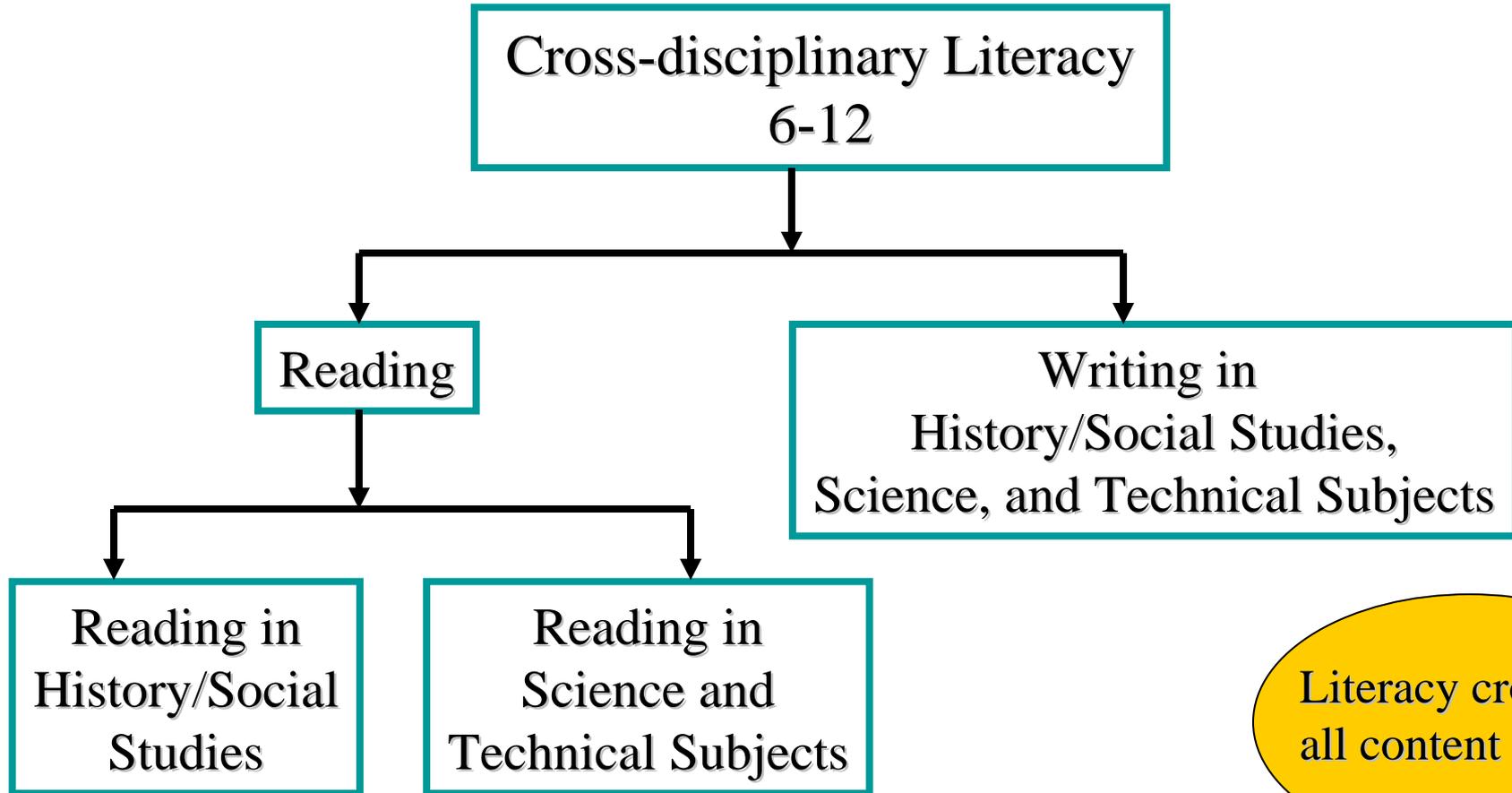
CCSS for English Language Arts: Grade-level Standards

College & Career Readiness
Anchor Standards



- An increasingly rigorous set of expectations that form a staircase of skills necessary for meeting the College and Career Readiness Anchor Standards.
- Backmapped from the CCR Anchor Standards

CCSS for Literacy in History/Social Studies, Science, and Technical Subjects



Literacy crosses all content areas.





Test Your Knowledge: True or False

The Common Core State Standards for ELA and Literacy are divided into 3 sections. **True**

Each of the 3 sections is divided into strands, which are further divided into clusters. **True**

The Common Core State Standards for ELA contain a total of 32 Anchor Standards. **True**

The Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects contain a total of 2 strands. **True**

EEA Summer 2011, Day 1: ELA & Literacy



Outcome for Activity 2

Participants will become familiar with the increasing complexity and cognitive demand of the grade-by-grade CCSS in English Language Arts.

CCSS for English Language Arts: Increasing rigor



Reading Literature 1 (RL1)

Cluster: Key Ideas and Details

RL1 CCR Anchor Standard

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.

CCSS for English Language Arts: Increasing rigor



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CCSS for English Language Arts: Increasing rigor



Reading Literature 1 (RL1)

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Kindergarteners:	Grade 1 students:	Grade 2 students:
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	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.

CCSS for English Language Arts: Increasing rigor



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CCSS for English Language Arts: Increasing rigor



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CCSS for English Language Arts: Increasing rigor



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CCSS for English Language Arts: Increasing rigor



Reading Literature 1 (RL1)

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CCSS for English Language Arts: Increasing rigor



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CCSS for English Language Arts: Increasing rigor



Reading Literature 1 (RL1)

Cluster: Key Ideas and Details

RL1 CCR Anchor Standard

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.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS for English Language Arts: Increasing rigor



Reading Literature 1 (RL1)

Cluster: Key Ideas and Details

RL1 CCR Anchor Standard

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.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences 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.

CCSS for English Language Arts: Increasing rigor



Reading Literature 1 (RL1)

Cluster: Key Ideas and Details

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.

Grades 9-10 students:

Cite strong and thorough textual evidence to supports analysis of what the text says explicitly as well as inferences drawn from the text.

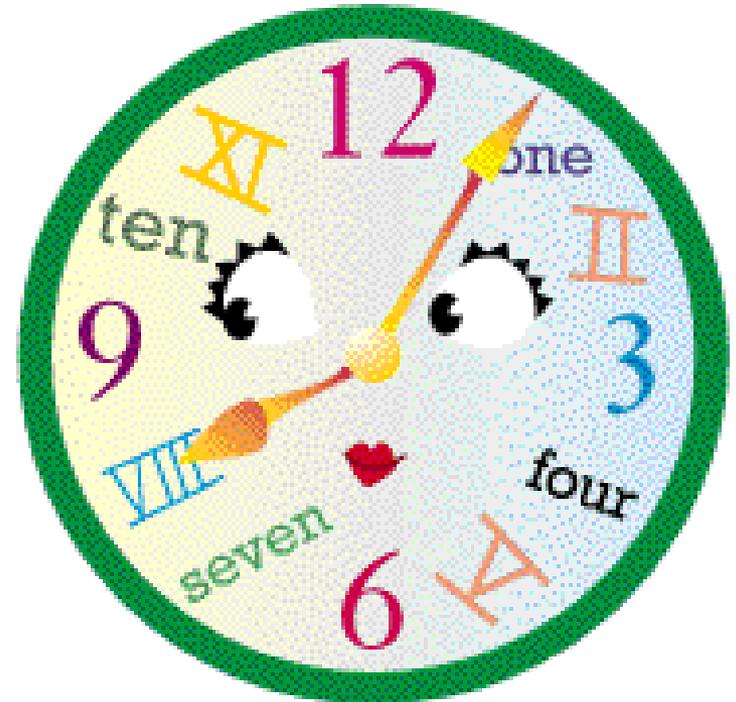
Grades 11-12 students:

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.

CCSS for English Language Arts: Increasing rigor

Three-Minute Pause

At your table, discuss the instructional implications of the increasing rigor of the grade-level standards in the Common Core State Standards for English Language Arts.



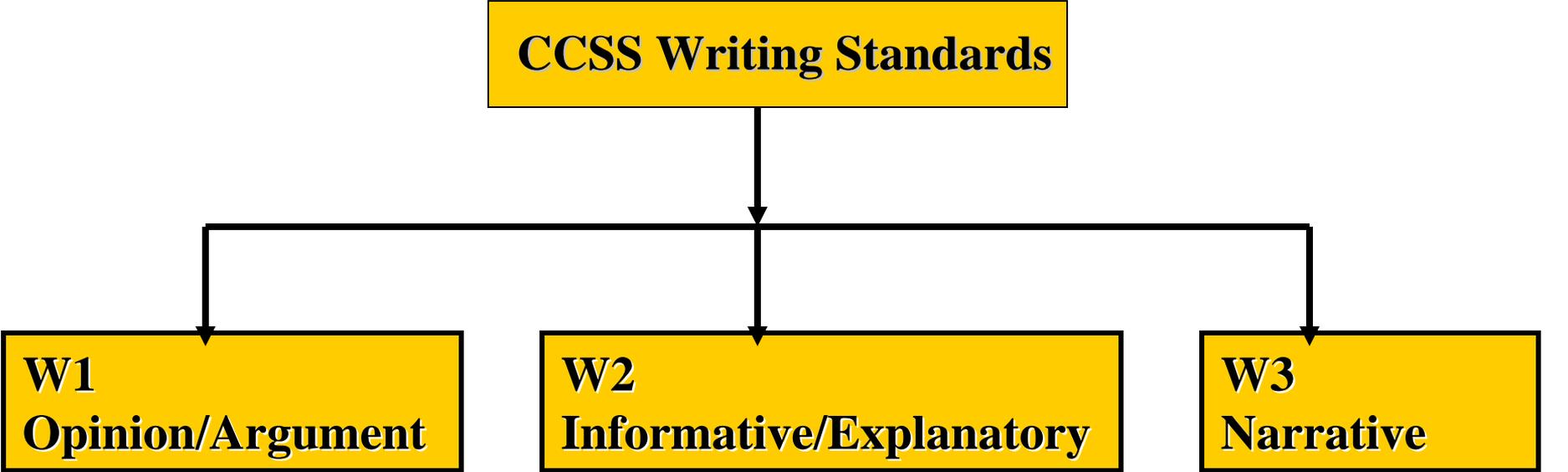
EEA Summer 2011, Day 1: ELA & Literacy



Outcome for Activity 3

Participants will become familiar with the expectations for writing in the CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects.

CCSS for English Language Arts: Writing Standards



“Heigh-ho, heigh ho, to writing we will go.”



CCSS for English Language Arts: Writing Standards

W1

Opinion/Argument



- accorded special emphasis by the CCSS
- defined as “a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid”
- intended to convince “the audience because of the perceived merit and reasonableness of the claims and proofs”

CCSS for English Language Arts: Writing Standards

W2

Informative/Explanatory

- conveys information accurately
- begins with an assumption of truthfulness and answers questions of why or how
- intended to increase a reader's knowledge or understanding



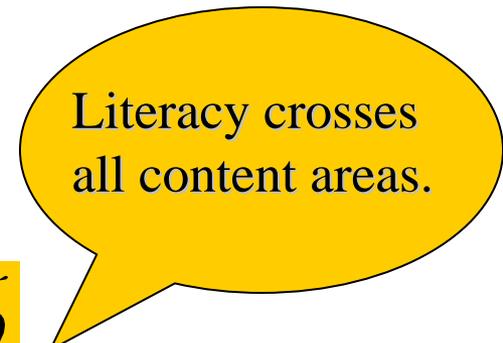
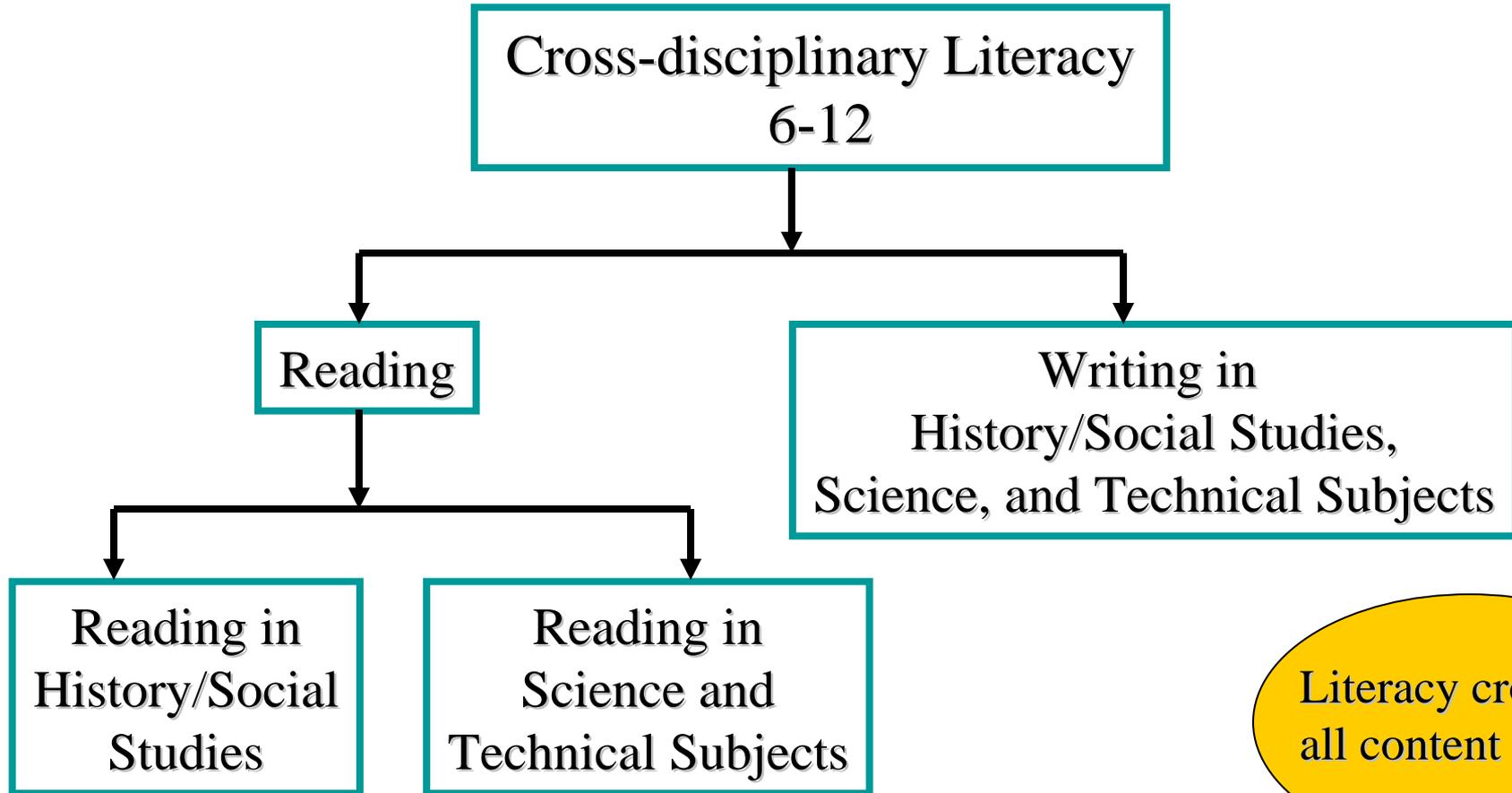
CCSS for English Language Arts: Writing Standards

W3 Narrative



- conveys experience, either real or imagined
- uses time as its deep structure
- can be used to inform, instruct, persuade, or entertain

CCSS for Literacy in History/Social Studies, Science, and Technical Subjects



CCSS for English Language Arts: Writing Standards

Writing Samples & Annotations Appendix C of the CCSS for ELA & Literacy

CCSS for English Language Arts: Writing Standards

Grade 5 Informative/Explanatory Annotation

The writer of this piece

- introduces the topic clearly, provides a general observation and focus, and groups related information logically **W2a**
- develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic **W2b**
- links ideas within and across categories of information using words, phrases, and clauses **W2c**
- uses precise language and domain-specific vocabulary to inform about or explain the topic **W2d**
- demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message) **L1, 2**

CCSS for English Language Arts: Writing Standards

Grade 6 Argument Annotation

The writer of this piece

- introduces a claim **W1a**
- organizes the reasons and evidence clearly **W1a**
- supports the claim with clear reasons and relevant evidence, demonstrating an understanding of the topic **W1b**
- uses words, phrases, and clauses to clarify the relationship between the claim and reasons **W1c**
- establishes and maintains a formal style (except for the postscript) **W1d**
- provides a concluding statement that follows from the argument presented
- demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message) **W1e**
L1, 2

CCSS for English Language Arts: Writing Standards

Grade 12 Argument Annotation

The writer of this piece

- introduces a precise, knowledgeable claim **W1a**
- establishes the significance of the claim, distinguishing the claim from alternate or opposing claims **W1a**
- creates an organization that logically sequences claim, counterclaims, reasons, and evidence **W1a**
- develops the claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both **W1b**
- develops the claim in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases **W1b**

CCSS for English Language Arts: Writing Standards

Grade 12 Argument Annotation

The writer of this piece

- uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims **W1c**
- provides a concluding statement that follows from and supports the argument presented **W1e**
- demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message) **L1, 2**



Outcome for Activity 1

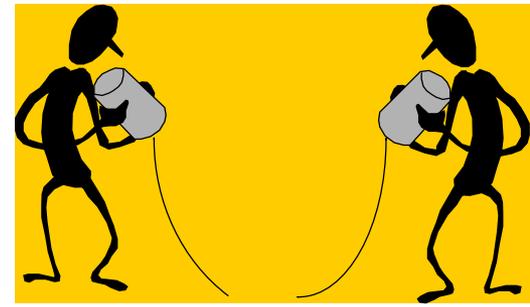
Participants will become familiar with the CCR Anchor Standards and the structure of the CCSS in ELA & Literacy.

Outcome for Activity 2

Participants will become familiar with the increasing complexity and cognitive demand of the grade-by-grade CCSS in English Language Arts.

Outcome for Activity 3

Participants will become familiar with the expectations for writing in the CCSS for ELA and for Literacy in History/Social Studies, Science, and Technical Subjects.



Closure for Day 1

3-2-1

3

Identify 3 ideas or points from this session that caught your attention.

2

Identify 2 ideas or points you plan to explore further.

1

Identify 1 idea or point that you think is critical for discussion during your school team time later today.