

KYAE Common Core Standards Quick Reference Guide for English Language Arts

INTRODUCTION

“Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

“The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards build upon the foundation laid by states in their decades-long work in crafting high-quality educational standards. The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.”

“The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and are evidence-based.”

“The standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, and listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understanding required for college and career readiness in multiple disciplines.”

“As a natural outgrowth of meeting the change to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. The (Standards) have wide applicability outside the classroom or workplace.”

Excerpts taken from <http://www.corestandards.org/about-the-standards> and *The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*.

College and Career Readiness Anchor Standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workplace training programs and ready to succeed. They are the overarching / anchor standards for the grade-specific common core standards.

Reading: Text Complexity and growth of comprehension

Apply to Reading for Literature (RL) and Reading for Informational Text (RI), as well as Literacy in History/Social Studies, Science and Technical Subjects.

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.

Language (L): Conventions, effective use, and vocabulary

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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

Writing (W): Text types, responding to reading and research

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 (SL)

Comprehension and Collaboration

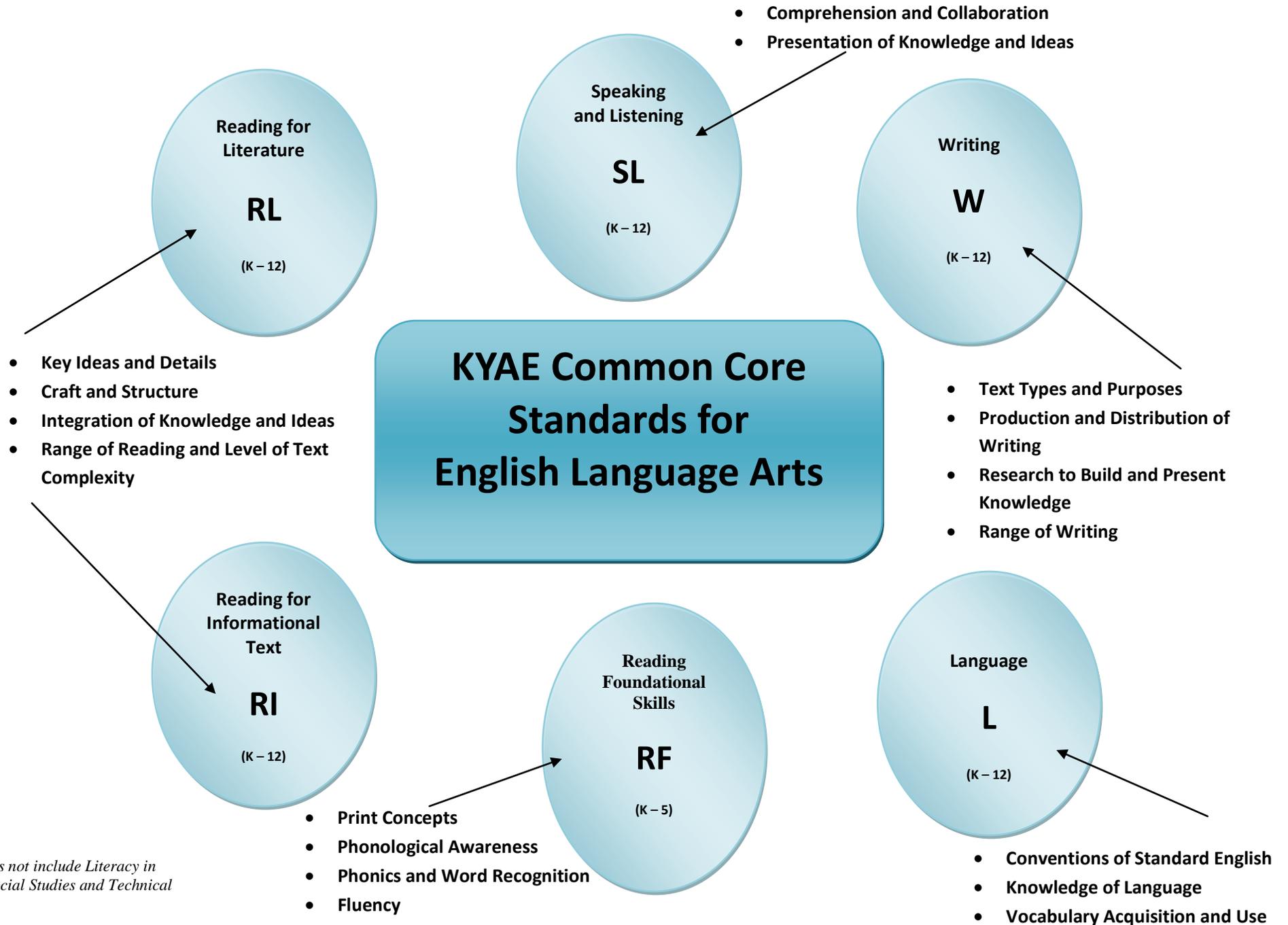
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, 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 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.

- Guide does not include Literacy in History/Social Studies, Science and Technical Subjects

The K – 12 grade-specific standards define end-of-year expectations and cumulative progression designed to enable students to meet the college and career readiness expectations no later than the end of high school. The 9 – 12 grade-specific standards work in tandem with the College and Career Readiness (CCR) standards – the former providing broad standards and the latter additional specificity.



Guide does not include Literacy in History/Social Studies and Technical Subjects

Key Acronyms:

CCS Common Core Standards

CCR College and Career Readiness

Eng/LA English Language Arts

L Language Standards

RF Reading Standards Foundational Skills

RI Reading Standards for Informational Text

RL Reading Standards for Literature

SL Speaking and Listening Standards

W Writing Standards

Key Terms:

Anchor Standard- A College and Career Readiness (CCR) standard which indicates general, cross-disciplinary literacy expectations that must be met to prepare to enter college and workforce training.

Benchmark – The most specific and finite level of a given standard.

Content Strand (CS) – One of the focus areas of a CCR anchor standard (e.g. Key Ideas and Details, Craft and Structure, etc.).

Content Area (CA) – Any given content area as it crosses multiple grade levels. Each content area is headed by a strand-specific set of CCR Anchor Standards (e.g. Reading, Writing, Language, Speaking and Listening).

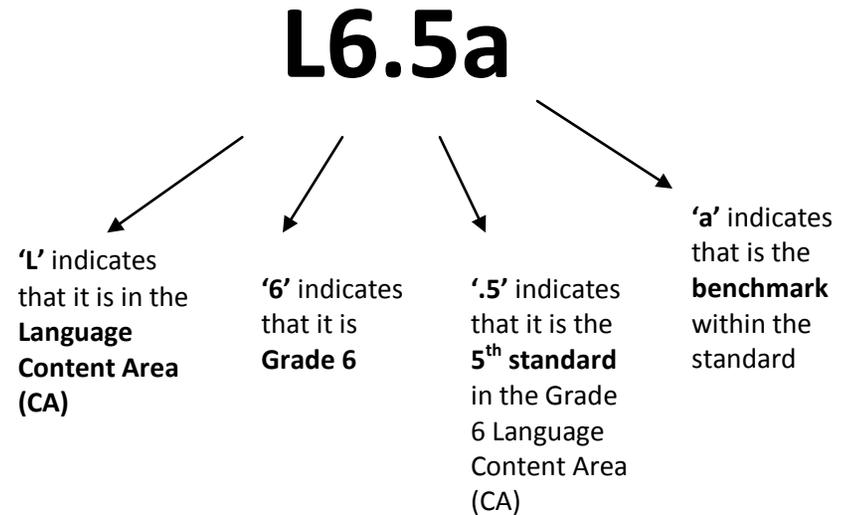
Discipline- Major subject heading (e.g. English Language Arts, Math, etc).

Type of Text - The type of text within the Content Area (e.g. reading literature, reading for information, foundational skills).

English Language Arts Standard Example:

L6.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

L6.5a Interpret figures of speech (e.g., personification) in context.



“Language” is in the English Language Arts Discipline and “L6” is in the “Vocabulary and Acquisition Use” Content Strand (CS).