Common Core State Standards in ELA/Literacy

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Recap of Standards Development Process

- College- and career-readiness standards for English language arts/literacy developed summer of 2009
- Based on the college and career readiness standards, K-12 learning progressions developed
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public
- Final standards released on June 2, 2010
# Feedback and Review

- **External and State Feedback teams included:**
  - Postsecondary Faculty
  - K-12 Faculty and Staff
  - State Curriculum and Assessments Experts
  - Researchers

- **National Organizations:**

  | American Council on Education | Modern Language Association |
  | American Federation of Teachers | National Council of Teachers of English |
  | Association for Career and Technical Education | National Education Association |
  | Campaign for High School Equity | State Higher Education Executive Officers |
  | Council of the Great City Schools | International Reading Association |
Standards Grounded in Research & Evidence

- Scholarly research
- Surveys on what skills are required of students entering college and workforce training (ADP, ACT, CB)
- Assessment data identifying college and career readiness performance
- Comparisons to standards from high-performing nations
  - Ireland (ability to marshal an argument)
  - Finland (reading a wide range of texts)
  - Singapore (grammar and conventions)
  - New Zealand (text complexity)
- All—focus on what students read
CCSS Deliver on Postsecondary Demands

- American Diploma Project Benchmarks
  - Emphasis placed on reading informational text, constructing arguments, collaborating in teams

- Early Assessment Program, California State University
  - Identified expository reading & writing as critical

- ICAS Competencies (CCC, CSU, UC)
  - Call for academic literacy across the curriculum

- Association of American Colleges (2009 National Survey)
  - 80% of colleges identified critical cross-cutting skills/knowledge such as writing, critical thinking, oral communication, intercultural skills, information literacy, and ethical reasoning
Design and Organization

College and Career Readiness (CCR) anchor standards

- Broad expectations consistent across grades and content areas

- Based on evidence about college and workforce training expectations

*Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literacy and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these areas that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
Design and Organization

K–12 standards

Grade-specific end-of-year expectations

Cumulative progression of skills and understandings

One-to-one correspondence with CCR standards
CCSS Address Literacy Across-the-Curriculum

- Create shared responsibility for literacy (80% of postsecondary reading is informational)
- CCS Standards complement rather than replace the content standards in history, science, and technical subjects
Reading Priorities

- New grounding in informational texts
- Spotlight on what students read:
  - “Staircase” of growing text complexity across the grades is outlined
  - Samples of high-quality literature and informational texts in a range of genres and subgenres offered
- Fostering independent, close reading of texts
Writing Priorities

- Writing logical arguments based on substantive claims, sound reasoning, and relevant evidence (80:20)
- Writing about sources (drawing evidence from texts)
- Research—both short, focused (such as those commonly required in the college) and more sustained projects
- Ability to adapt writing to a variety of contexts, communicative tasks, and timeframes
Speaking and Listening Priorities

- Day to day purposeful academic talk in collaborative groups
- Formal sharing of findings and information, including the use of various forms of media
Language Priorities

- Building general academic and domain-specific vocabulary
- Using standard English in formal writing and speaking
- Acquiring grammar and usage in the service of communication and comprehension
Intentional Design Limitations

What the Standards do NOT define:

- How teachers should teach
- The interventions and supports needed for students who aren’t on track to be college-ready
- Specialized or advanced courses in English or literature
- Everything students need to be college and career ready