

Element: Common Core State Standards**Operating Concepts and Principles:**

- The CCSS define what all students are expected to know and be able to do, not how teachers should teach
- The CCSS must be complemented by a well-developed, content-rich curriculum that is consistent with the Common Core State Standards
- Identify each ELA Standard that will be addressed in each lesson

Examples (Do's and Don'ts):***Do***

- Select standards that appropriately meet the grade level and anchor standards in ELA CCSS
- Address a wide range of standards from Reading, Writing, Speaking and Listening, and Language
- Review the Literacy standards for Science and Social Studies and incorporate as many as appropriate
- Add activities for advanced students if standards are met early
- Add intervention activities if needed for students to meet standards
- Adjust quantity of students for struggling students including ELL

Don't

- Force too many standards into one unit or lesson
- Be too narrow by addressing only one or two areas of the CCSS

Design Tips:

- Begin with reading standards and integrate writing standards through responsive tasks
- Incorporate vocabulary acquisition and use throughout unit
- Speaking and Listening standards should be part of the instructional design of the lessons or part of tasks for assessment
- Review Literacy standards for social studies and science for guidance for integration (This can be reviewed from Basal)
- Study the exemplars (Appendix A) for appropriate grade levels to address ways of deepening instruction

Criteria for Success:

- CCSS Standards and Catholic identity elements are addressed in each lesson
- Review the end of year expectations for each standards for each grade level

Additional Resources:

- Common Core State Standards for English Language Arts K-5 and 6-12
- www.corestandards.org
- Common Core State Standards Curriculum Maps

Element: Common Core State Standards**Key Points In [Common Core] English Language Arts**

Source: <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.