

Time Length

Approximately 45 minutes

Audience

Teachers, principals, and additional school faculty, all grade levels

Course Description

This course presents the new terminology used in the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS for ELA/Literacy). Teachers should complete this course to understand the coding scheme for the Common Core State Standards and to know how to code lesson plans to the CCSS for ELA/Literacy.

Course Objectives

By the end of the course:

- a. The learner will be able to code a Common Core State Standard for English language arts and literacy.
- b. The learner will be able to define additional terminology used in the Common Core State Standards, such as College and Career Readiness Anchor Standards, focus topic, and grade-specific standard.

Course Materials

- A copy of the [Common Core State Standards for ELA/Literacy](#)
- A copy of [A Treasure Hunt through the CCSS](#)

Introduction

“The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society” (Common Core State Standards for English Language Arts and Literacy, page 3).

The goal of the *Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* is to produce a literate person in the twenty-first century. According to the CCSS for ELA/Literacy, a literate person in the twenty-first century should:

- demonstrate independence in reading, writing, speaking, listening, and language use;
- build strong content knowledge through reading and writing;
- adapt to the demands of various audiences, tasks, purposes, and subjects;
- comprehend as well as critique;
- cite specific evidence and evaluate others’ use of evidence;
- use technology and digital media strategically and capably;
- understand other perspectives and cultures (CCSS for ELA and Literacy, page 7).

The CCSS for ELA/Literacy establish grade-level expectations for all students. In a sense, what remains common for all students is “what” (the expectations established in the CCSS for ELA/Literacy) and what will be changing from student to student and classroom to classroom is the “how” (the strategies, methods, and curriculum for getting students to meet the expectations laid out in the CCSS).

When implementing new standards, it is important for those using the standards to understand the terminology used in the document. The purpose of this module is to explore the terminology used in the CCSS for ELA/Literacy and to instruct teachers how to code the standards so that they can be used in planning.

Module Directions

College and Career Readiness Anchor Standards

1. Look at the College and Career Readiness Anchor Standards on pages 10, 18, 22, 25 of the [CCSS](#).
2. Read the following description taken from the top of the first page:

The grade-specific standards for each grade level “correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.”

3. Identify the number of College and Career Readiness (CCR) Anchor Standards for Reading, Writing, Speaking and Listening, and Language, and place those numbers in the blanks below:

_____ College and Career Readiness Anchor Standards for Reading
(Total #)

_____ College and Career Readiness Anchor Standards for Writing
(Total #)

_____ College and Career Readiness Anchor Standards for Speaking and Listening
(Total #)

_____ College and Career Readiness Anchor Standards for Language
(Total #)

As indicated in the paragraph in the box above, these standards represent what students should know and be able to do when they graduate from high school. The CCSS writers started with the CCR anchor standards, and then broke them down them into grade-specific standards. The grade-specific standards identify what students should accomplish in each grade to work toward college and career readiness.

4. Turn to the CCR Anchor Standards for Reading repeated on page 35 of the CCSS. Locate “Key Ideas and Details.” Highlight it. This is the focus topic for the first three standards in Reading.

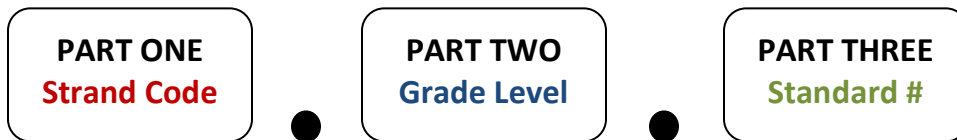
The CCR anchor standards are organized around focus topics that group the standards into closely related ideas. The focus topics identify how the standards are related or reinforce one another. The focus topics, like the CCR anchor standards are consistent across grade levels. For example, the focus topics for Reading Standards for Literature K-5 and 6-12 are the same for Reading Standards for History/Social Studies 6-12. The only exception is Reading Foundational Skills K-5.

Module Directions, continued

5. Circle standards 1, 2, and 3 under “Key Ideas and Details.” These are the CCR anchor standards related to “Key Ideas and Details.” When taught together, the standards reinforce each other.
6. Read CCR Anchor Standard for Reading #6.
7. Now turn to page 39 in the CCSS.
8. Circle Standard #6 under grade 6.
9. Read Standard #6 under grade 6. This standard relates to CCR Anchor Standard for Reading #6.
10. Describe below how CCR Anchor Standard for Reading #6 (located on page 35) relates to Reading Informational Text, Grade 6, Standard #6 (located on page 39).

Standard Coding

There are three parts to a Common Core State Standard code for ELA and Literacy, and each part is separated by periods:



The [strand code](#) is located in the top right corner of the page. The grade level is indicated at the top of each column, and the standard numbers are indicated at the beginning of each standard.

1. Look again at page 39 of the CCSS. To code standard #6 under grade 6, use the following code:



The three-part code must be used each time. The Strand Code must be included because the standard numbers for each strand begin with standard #1. In this example, the strand code stands for “Reading Standards for Informational Text.” The grade level must be included in the code because the grade-specific standards align with the CCR anchor standards and they share standard numbers. Including the grade level indicates alignment to the grade-specific standards not the CCR anchor standards.

If a standard is subdivided, the CCSS use letters. The standard number, then, would be followed by a letter. For example, Language Standard 1 for grade 2 has letters a-f underneath it. A code for this standard, then, would include the letter to indicate which part of the standard is included in the lesson, such as L.2.1c.

There are nine strand codes in the CCSS for ELA and Literacy. They are found in the upper right corner of each grade-specific standards page:

RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
RF	Reading Standards: Foundational Skills
W	Writing
SL	Speaking and Listening
L	Language
RH	Reading Standards for Literacy in History/Social Studies 6-12
RST	Reading Standards for Literacy in Science and Technical Subjects 6-12
WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

2. Return to the [CCSS](#) document you originally opened on page 3 of this module.
3. Review the codes in the [chart](#) on the next page (page 6).
4. Using the codes identified in the chart, locate the specific standards in the CCSS document opened above.
5. Complete the chart.

Digging Deeper

1. For a more in-depth look at the Standards, complete the treasure hunt developed by the Delaware Department of Education and posted by the Kansas Department of Education.
2. The treasure hunt is available [here](#).

CCSS Code	Strand Name	Grade Level	Text of the Standard
RI.3.6			
RF.5.4a			
SL.1.2			
L.7.2b			
W.9-10.10			
RH.6-8.9			
WHST.11-12.9			

Want the [answers](#)?

CCSS Code	Strand Name	Grade Level	Text of the Standard
RI.3.6	Reading Standards for Informational Text K-5	3	Distinguish their own point of view from that of the author of a text. (On page 13 of the CCSS)
RF.5.4a	Reading Standards: Foundational Skills (K-5)	5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. (On page 17 of the CCSS)
SL.1.2	Speaking and Listening Standards K-5	1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (On page 23 of the CCSS)
W.9-10.10	Writing Standards 6-12	9-10	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. (On page 47 of the CCSS)
L.7.2b	Language Standards 6-12	7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. (On page 52 of the CCSS)
RH.6-8.9	Reading Standards for Literacy in History/Social Studies 6-12	6-8	Analyze the relationship between a primary and secondary source on the same topic. (On page 61 of the CCSS)
WHST.11-12.9	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	11-12	Draw evidence from informational texts to support analysis, reflection, and research. (On page 66 of the CCSS)