

## COMMON CORE STANDARDS WORKSHOP – LANGUAGE ARTS

### Reading Standards for Literature: Kindergarten

- What do you know that you already teach?
  - Identify characters, setting, and events
  - Discuss unknown vocabulary
  - Recognize various types of texts
- Differences that stand out
  - More teacher-friendly
  - Grade level expectations are more specific
- Any “aha” moments you have
  - Need to change report cards
- Any questions that need further investigation
  - (Not applicable to literature)? Why?

### Reading Standards for Informational Text: Kindergarten

- What do you know that you already teach?
  - With prompting and support, ask and answer questions about key details in a text.
  - With prompting and support, identify the main topic and retell key details of a text.
  - Actively engage in group reading activities with purpose and understanding.
- Differences that stand out
  - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - With prompting and support, identify the reasons an author gives to support points in a text.
  - More in-depth (vague)
- Any “aha” moments you have
  - We need more informational books for students.
- Any questions that need further investigation
  - How to assess mastery?
  - Why was #5 (Identify the front cover, back cover, and title page of a book.) only addressed in informational text?

### Reading Standards for Foundational Skills: Kindergarten

- What do you know that you already teach?
  - Everything!
- Differences that stand out
  - More specific details
- Any “aha” moments you have
  - Mastery is not expected!
- Any questions that need further investigation
  - Why don't the standards start with foundational skills?

#### Writing Standards: Kindergarten

- What do you know that you already teach?
  - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
  - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
  - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Differences that stand out
  - #6 (With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.) depends on the technology that is available.
    - Resources: voki.com ; blabberize.com
    - More demanding!

#### Speaking & Listening Standards: Kindergarten

- What do you know that you already teach?
  - Validates socialization
  - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Differences that stand out
  - Request for clarification when asking questions
- Any “aha” moments you have
  - Teachers need to model/teach how & when to question

- Any questions that need further investigation
  - Play = work ethic

#### Language Standards: Kindergarten

- What do you know that you already teach?
  - Overlap with writing standards
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
    - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
  - With guidance and support from adults, explore word relationships and nuances in word meanings.
  - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Differences that stand out
  - #4b more extensive than in the past (Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.)

#### Reading Standards for Literature: First Grade

- Already do
  - Ask questions about key details
  - Story elements
  - Story retell (key details)
- Challenges
  - Identify who is telling the story
  - Identify words/phrases that express feeling
  - Explaining differences between texts

#### Reading Standards for Informational Text: First Grade

- Already do
  - Identify the main topic and retell key details of a text

- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Resources: navigating nonfiction
- Differences
  - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
  - Identify the reasons an author gives to support points in a text.
  - Expecting students to do the asking rather than teachers – individual thinking!
- Questions
  - How deep do they want us to go?
- “Aha”
  - Students need to be leading conversation more than teachers

#### Reading Standards for Foundational Skills: First Grade

- Already do
  - Demonstrate understanding of the organization and basic features of print.
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Read with sufficient accuracy and fluency to support comprehension.

#### Writing Standards: First Grade

- Already do
  - Don't go as in-depth
- Differences
  - Writing is an area we think we need to work on
  - Very complex for 1<sup>st</sup> grade (especially during first semester)
  - Closure – difficult for first graders
- Questions
  - Writing workshops for first grade

#### Speaking & Listening Standards: First Grade

- Already do
  - Take turns speaking
  - Add drawings to ideas

- Differences
  - Building upon other's conversation
  - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly—It is difficult for first graders to be clear and concise!

#### Language Standards: First Grade

- Already do
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Print all upper- and lowercase letters.
    - Use common, proper, and possessive nouns.
    - Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
    - Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*).
    - Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).
    - Use frequently occurring adjectives.
    - Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- Differences
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Use determiners (e.g., articles, demonstratives).
    - Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
    - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
    - Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

#### Reading Standards for Literature: Second Grade

- Differences

- Compare/contrast two versions of same story
- Overall structure of beginning/end
- Points of view of characters
- Similarities
  - Who, what, when questions
  - Stories from diverse cultures
  - Characters responding to events
- “Aha”
  - Pod system vs. “closed classroom”
- Questions
  - What’s a “complexity band?” [#10 (By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.)]

#### Reading Standards for Informational Text: Second Grade

- Differences
  - Describe the connection: historical events, scientific ideas, steps in technical procedures
  - Describe reasons that support the author’s point
  - Compare/contrast two texts on the same topic
- Similarities
  - Who, what, where questions
  - Text features (captions, bold print, etc.)
  - Main topic – hard for some
- “Aha”
  - We, as teachers, need to give students more ownership over what they are learning
- Questions
  - We need more nonfiction in our classrooms (50%)

#### Reading Standards for Foundational Skills: Second Grade

- Similarities
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Read with sufficient accuracy and fluency to support comprehension.
- “Aha”

-Most districts (at our table) use Saxon phonics and it covers these skills nicely.

## Writing Standards: Second Grade

- Similarities
  - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
  - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
  - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
  - Revise & edit with adult support
  - Participate in shared research and writing projects
- Differences
  - Using digital tools to produce & publish – not enough time or access to technology!
- Aha/Question/Issue
  - Peer editing is a struggle at our grade level. How can we teach them to do this effectively?

## Speaking & Listening Standards: Second Grade

- Similarities
  - Participate in conversations
  - Recount details from a text read aloud
  - Ask/answer questions about what the speaker says
  - Tell a story/experience using facts
  - Produce complete sentences
- Difference/Observation
  - We do the following but some of us don't "formally" teach it yet. PBIS teaches & enforces these nicely (showing respect):
    - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
      - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
      - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - Create audio recordings of stories or poems
  - Question using audacity.com, webcam, microphone

## Language Standards: Second Grade

- Similarities
  - Command of conventions when writing or speaking
  - Command of conventions with capitalization, punctuation, spelling
  - Meaning of unknown words
- Difference
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Aha
  - This is the only time spelling is mentioned for 2<sup>nd</sup> grade.

## Reading Standards for Literature: Third Grade

- Similarities
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
  - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Stand Outs
  - Distinguish their own point of view from that of the narrator or those of the characters.
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- “Aha” Moments
  - Think it is going to be harder!
  - Lends itself to extended response: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Questions
  - How will we teach at a deeper level?
  - Should kids be reading specific books?

## Reading Standards for Informational Texts: Third Grade

- Similarities
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - Determine the main idea of a text; recount the key details and explain how they support the main idea.
  - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
  - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
  - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Stand Outs
  - Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
  - Compare and contrast the most important points and key details presented in two texts on the same topic.
  - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- “Aha” Moments
  - We don’t use enough non-fiction!
  - When we do read non-fiction, we do follow the standards!
- Questions
  - How can we bring in more non-fiction with no money?

## Reading Standards for Foundational Skills: Third Grade

- Similarities
  - Know and apply grade-level phonics and word analysis skills in decoding words.
    - Identify and know the meaning of the most common prefixes and derivational suffixes.
    - Decode multisyllable words.
    - Read grade-appropriate irregularly spelled words.

- Stand Outs
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Decode words with common Latin suffixes.
  - Read with sufficient accuracy and fluency to support comprehension.
    - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- “Aha” Moment
  - This is covered in Guided Reading: Read with sufficient accuracy and fluency to support comprehension.
    - Read on-level text with purpose and understanding.
  - Encourage repeated reading!
- Is there a list of Latin suffixes?

### Writing Standards: Third Grade

- Similarities
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
    - Develop the topic with facts, definitions, and details.
    - Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
    - Provide a concluding statement or section.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
  - Conduct short research projects that build knowledge about a topic.
- Stand Outs
  - Need to do narrative more even though not done on ISAT
  - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
  - Need to do this more often: Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- “Aha” Moment
  - These standards make it clearer on how to teach writing!

- Question
  - Will all three types of writing be tested on one test or on separate tests?

### Speaking & Listening Standards: Third Grade

- Similarities
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  - Some teachers have students share their writing essay in front of the class.
  - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
- Stand Outs
  - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- “Aha” Moment
  - Could do the following in our Guided Reading groups because not as intimidating!
    - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
    - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
  - Use Voki or photostory.com & Blabberize

### Language Standards: Third Grade

- Similarities
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    - Form and use regular and irregular plural

- d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
- nouns.-

-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect

-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

-Demonstrate understanding of word relationships and nuances in word meanings.

- Stand Outs
  - We could do more with 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - This is hard to do: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Aha Moment
  - Discovering what 1h means!
- Question
  - What does 1h mean?

#### Reading Standards for Literature: Fourth Grade

- Already do
  - Key ideas & details: 1, 2, 3
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

-Determine a theme of a story, drama, or poem from details in the text; summarize the text.

-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

-Do make connections!

- Differences
  - Allude to characters found in mythology
  - Using poetic terminology
- Aha!
  - Clarify terminology for point of view, first- and third-person
  - Provide opportunities for students to excel

#### Reading Standards for Informational Text: Fourth Grade

- Already do
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
  - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Differences
  - Deliberate teaching of author background
- Aha!
  - #6 or the whole standard will fit into I.T.: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
  - Provide more real world connections using technology

#### Reading Standards for Foundational Skills: Fourth Grade

- Already do
  - Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- Differences
  - Poetry

#### Writing Standards: Fourth Grade

- Already do
  - Attempt to write
- Differences
  - Write across the curriculum

#### Speaking & Listening Standards: Fourth Grade

- Already do
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Identify the reasons and evidence a speaker provides to support particular points.
  - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- Differences
  - 3: Give students more ownership
  - 5: May depend on availability of technology

#### Language Standards: Fourth Grade

- Already do
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

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

-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

- Difference
  - 4: Don't do digital
  - 5: No adages/proverbs

#### Reading Standards for Literature: Fifth Grade

- Already do
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
  - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Differences
  - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
  - Describe how a narrator's or speaker's point of view influences how events are described.
  - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
  - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
  - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- Aha!
  - Putting 2 all together instead of teaching separately

## Reading Standards for Informational Text: Fifth Grade

- Already do
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
  - If technology is available: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Differences
  - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
  - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- Aha!
  - Using comp/cont with more than one text
  - We do a lot of these, but switching to having our students master these standards.

## Reading Standards for Foundational Skills: Fifth Grade

- We do all of it.

## Writing Standards: Fifth Grade

- Already do
  - We only touch on these
    - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - In-depth, due to ISAT: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
  - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Differences
  - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
  - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
  - 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 discipline-specific tasks, purposes, and audiences.
- Questions
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Speaking & Listening Standards: Fifth Grade

- Already do
  - 1: Lit circles
- Differences
  - Do more in science & social studies

## Language Standards: Fifth Grade

- Already do
  - Most of the things
- Differences
  - Need to add dialect/register, proverbs, adages

## Reading Standards for Literature: Music

- Aha!
  - How much some of these apply to music
  - Scaffolding & expansion from grade to grade – building blocks

## Reading Standards for Literature: RtI/Special Education, Kindergarten

- Already do
  - With prompting and support, ask and answer questions about key details in a text.
  - With prompting and support, retell familiar stories, including key details.
  - With prompting and support, identify characters, settings, and major events in a story.
  - Ask and answer questions about unknown words in a text.
  - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- Differences
  - Recognize common types of texts (e.g., storybooks, poems).
  - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
  - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Aha!
  - Are we behind? Kindergarteners are expected to do this not be “introduced.”
  - Parents informed?
  - Bring back “Making Connections”
  - More non-fiction
  - Are we going to be trained?
  - Time (Correlation with other subjects)
  - What if objectives aren’t met individually?

## Reading Standards for Foundational Skills: RtI/Special Education, Kindergarten

- Already do all of the objectives
- Aha!
  - We teach but do they master?
  - Will there be a checklist?
  - ORA for assessing
  - Teaching to be engaged in Reading

## Writing Standards: RtI/Special Education, Kindergarten

- Already do
  - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
  - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
  - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Differences
  - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
  - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Aha!
  - Model – MODEL
  - Accept inventive spelling
  - Encourage writing across curriculum
  - Daily journaling (make it fun!)

## Speaking & Listening Standards: RtI/Special Education, Kindergarten

- Already do
  - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
  - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Differences
  - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
  - Speak audibly and express thoughts, feelings, and ideas clearly.
- Aha!
  - Listening drills
  - PBIS – cool tools
  - Say directions ONCE!

## Language Standards: RtI/Special Education, Kindergarten

- Already do
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a. Print many upper- and lowercase letters.
    - b. Use frequently occurring nouns and verbs. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
    - f. Produce and expand complete sentences in shared language activities.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - a. Capitalize the first word in a sentence and the pronoun *I*.
    - b. Recognize and name end punctuation.
    - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- Differences
  - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
    - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
    - b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
  - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
  - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Aha!
  - Prefixes & suffixes. Really?
  - Vocab
  - Synonym word lists
  - Questioning game

#### Reading Standards for Literature: Sixth Grade

- Already do
  - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
  - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Difference

-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

-Explain how an author develops the point of view of the narrator or speaker in a text.

-Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

-Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- Aha!

- Comparing/contrasting chapters of books & clips of movies instead of whole work.

## Reading Standards for Informational Text: Sixth Grade

- Already do

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

- Difference

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- Aha!

- More media!
- Teaching those critical thinking standards

### Reading Standards for History/Social Studies: Sixth Grade

- Already do
  - Key steps
  - Meaning of words (context clues)
- Differences
  - Textual evidence
  - Summary
  - Author's point of view
  - Fact v. opinion
  - Relationship between primary and secondary

### Writing Standards: Sixth Grade

- Already do
  - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
  - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
  - 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 discipline-specific tasks, purposes, and audiences.
- Differences
  - Quotes & graphics
  - Audiences
- Aha!
  - Need more writing
  - Typing three pages in one setting?
  - Where is time for keyboarding skills & who teaches?

## Writing Standards for Literacy in History/Social Studies/Technical: Sixth Grade

- Already do
  - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Differences
  - Write arguments focused on *discipline-specific content*.
  - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
  - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
  - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Aha!
  - Great ideas but need help on how to apply

## Speaking & Listening Standards: Sixth Grade

- Already do
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly
  - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
  - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
  - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)
- Differences

- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- Aha!
  - Common sense may have to be taught

#### Language Standards: Sixth Grade

- Already do
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Differences
  - Spelling
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Aha!
  - How do we catch kids up?
  - What is style and tone?

#### Writing Standards: Seventh & Eighth Grades

- Already do
  - Write arguments to support claims with clear reasons and relevant evidence.
  - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

- Differences
  - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
  - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Aha!
  - Kids will write easily about what they know (gamers, hunting, skateboarding, art, sports)
- Question
  - How many does “several” sources mean?

#### Writing Standards for History: Seventh & Eighth Grades

- Already do
  - Touch on all of it
- Differences
  - Don't go deep enough
- Aha!
  - 48 states already adopted Common Core
  - Varies by district

#### Speaking & Listening Standards: Seventh & Eighth Grades

- Already do
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

-Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

- Differences
  - Need to do more group, not so much individual

#### Language Standards: Seventh & Eighth Grades

- Already do
  - All of them
- Differences
  - Teaching 7<sup>th</sup> grade standards in all levels of JH
- Aha!
  - Finding out 8<sup>th</sup> grade standards
  - This material has to be re-taught every year because it doesn't seem to carry over with the students.
  - All JH seems to follow 7<sup>th</sup> grade standards

#### Reading Standards for Literature: Seventh & Eighth Grades

- Already teach
  - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
  - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
  - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Differences
  - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
  - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
  - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Aha!
  - Jumping standards between grade levels

- Questions
  - How many citations for papers?

#### Reading Standards for Informational Text: Seventh & Eighth Grades

- Already do
  - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
  - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Differences
  - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
  - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
  - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Aha!
  - Student experiences & real life situations coincide closely with understanding
  - Combining across curriculum themes
  - Standards appear well-organized
- Questions
  - Any suggestions/resources that would assist with "Differences" above?

#### Reading History/Social Studies: Sixth – Eighth Grades

- Already do
  - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
  - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - Describe how a text presents information (e.g., sequentially, comparatively, causally).
  - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
  - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  - Distinguish among fact, opinion, and reasoned judgment in a text.
  - Analyze the relationship between a primary and secondary source on the same topic.
  
- Differences
  - By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
  
- Questions
  - Proficient in reading independence; some can and some can't
  - How do we reach low-end?

#### Language Standards: Seventh & Eighth Grades

- Already do
  - Vocabulary
  - Develops & contrasts points of view
  - Analyzing texts explicitly/implicitly
  
- Differences
  - Including analyzing film/live production
  - Focus on dialogue
  - Expectation of reader performance

#### Reading Standards for Informational Text: Seventh & Eighth Grades

- Already do
  - Understand vocab in text
  - Determine author's point of view

-Determine central idea

- Differences
  - Cite sources (explicit/implicit)
  - Difference between 7<sup>th</sup>/8<sup>th</sup> grade on standard seven
  - Compare/contrast authors' works on same subject
- Aha!
  - Teaching textbook structure really opens the door for content area teachers!

#### Reading History/Social Studies: Seventh & Eighth Grades

- Already do
  - Vocab
  - Integrate visual aids
  - Central ideas
  - Distinguish fact and opinion
  - Identifying key steps in a process
- Differences
  - Reading independently and proficiently
- Aha!
  - Must teach skills you expect students to have. It will take time!

#### Writing: Seventh & Eighth Grades

- Already do
  - Three types of writing
  - Which style is used for what audience/purpose?
  - Writing process
- Differences
  - Technology use
  - Assessing the credibility, accuracy, and relevance of sources used in writing
  - Differences in writing over a range of time
- Aha!
  - Connects reading to the writing

#### Writing History: Seventh & Eighth Grades

- Already do

- Technology
- Short research projects
- Gather relevant sources

- Differences
  - More emphasis writing in other subjects
  - Peer (guidance and support) editing

#### Speaking & Listening: Seventh & Eighth Grades

- Already do
  - Discussions
  - Analyze main ideas
  - Critique work
  - Presentations
- Differences
  - Demonstrating command of formal English
  - Come prepared for discussion
  - Tracking progress

#### Language Standards: Seventh & Eighth Grades

- Already do
  - Conventions of grammar & usage
  - Punctuations, capitalization, spelling, vocabulary
  - Figurative language
- Differences
  - Grade appropriate words; gather vocab knowledge
- Aha!
  - All conventions carried over into writing, speaking, and reading

#### Reading Standards for Literature: Ninth & Tenth Grades

- Already do
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the

language evokes a sense of time and place; how it sets a formal or informal tone).

- Differences
  - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
  - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
  - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- Aha!
  - English standards DO apply to all teachers!

#### Reading Standards for Informational Text: Ninth & Tenth Grades

- Already do
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- Differences
  - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

-By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

- Aha!  
-Very similar to RL standards!
- Questions  
-What does 5 really mean? Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### Reading History/Social Studies: Ninth & Tenth Grades

- Already teach
  - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
  - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
  - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- Differences
  - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
  - Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- Aha!  
-We are doing this but we need to use more variety & more often.  
Increasing difficulty – don’t make it so easy for them!

#### Writing Standards: Ninth & Tenth Grades

- Already do
  - Persuasive, informative, narrative
  - Technology
  - Evidence to support

- Solve a problem
- Writing routinely

- Differences
  - We know we do all of them but we need to do lots more.
- Aha!
  - Paper assignment partnership

#### Language Standards: Ninth & Tenth Grades

- Already do
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 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.
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Differences
  - Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

#### Language Standards: Eleventh & Twelfth Grades

- Already do
  - Demonstrate quality writing
  - Demonstrate proper grammar usage/conventions
  - Demonstrate using context clues to inform meaning
- Differences
  - Reinforce the evolution of word meanings
  - Reinforce figurative language
  - More student responsibility in vocabulary acquisition

## Reading Standards for Literature: Eleventh & Twelfth Grades

- Already do
  - Citing strong textual evidence (inferences)
  - Determine themes/central ideas
  - Analyze impact of author's choice
- Differences
  - Emphasizes Shakespeare in both 11-12 grades
  - Thematic organization as opposed to chronological
  - It is difficult to teach aesthetics when students feel it is outdated.

## Reading Standards for Informational Text: Eleventh & Twelfth Grades

- Already do
  - Analyze historical texts
  - Effectiveness of text (time frame, etc.)
  - Analyze sequence of events
  - Analyzing vocabulary
- Differences
  - It is hard to follow sequence
  - Archaic language interferes with clarity
  - Lack of multimedia representation for non-fiction texts
- Aha!
  - 50% nonfiction! We need more resources across all subjects!

## Reading History: Eleventh & Twelfth Grades

- Already do
  - Use of primary and secondary sources
  - Evaluate author's differing points of view
  - Evaluate claims & evidence
- Differences
  - Do need to improve the analysis of text structure in primary sources
  - Limited resources/multimedia
  - Need further discussion/study of uncertainties
- Aha!
  - All kids college/career ready?!

## Writing Standards: Eleventh & Twelfth Grades

- Already do
  - Teach argumentative writing
  - Teach informative writing
  - Use technology to produce, publish, & update writings
  - Write arguments based on discipline-specific content
  - Conduct various-length-research assignments to problem-solve
  - Draw evidence to support analysis, reflection, and research
- Differences
  - Improve instruction for counter-arguments
  - Properly address audience
  - Emphasizing the importance of revisions
  - Increase the amount of writing in all areas and subjects
  - Focus on revision
  - Include introductions & conclusions on all writings
  - Assess credibility of sources
- Aha!
  - Write in all subjects!

## Speaking & Listening: Eleventh & Twelfth Grades

- Already do
  - Use digital media
  - Evaluate speakers' points of view
  - Use collaborative discussion
- Differences
  - Students bring mainly personal opinions
  - Teach specific group conduct
  - Respond positively to diverse perspectives