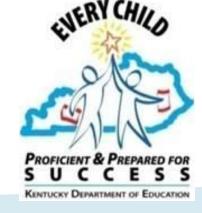
## Kentucky's Core Academic Standards for English Language Arts



## **Learning Targets**



- → I can explain how the Common Core Standards work was done.
- → I can explain the organization and structure of Kentucky's Core Academic Standards for English Language Arts (ELA).
- → I can identify and explain the grade level progression within the standards.
- → I can identify some changes that will be necessary in my school for effectively implementing the new standards.

## What Do We Know?



#### Activity

- \* Think, Pair, Share at your table
- \* Then share and discuss as an entire table
- \* Select & record 5-8 thoughts
- \* Person with birthday closest to today shares
- "1" of the group's thoughts

## **Purpose of ELA Standards**

- The new ELA standards lay out what it means to be literate in the 21<sup>st</sup> Century.
  - Meet demands of world economy/culture
  - Demonstrate skills and understandings outside the classroom
- The standards set requirements not for only ELA, but for literacy in the areas of history, social studies, science, and technical subjects.
  - Meant to be integrated
  - Students are expected to be proficient in reading and writing in the content areas

## **Work Led By**

Council of Chief State School Officers (CCSSO)



National Governors Association (NGA)



## Criteria for the Standards.....

- Fewer, clearer, and higher
- Aligned with college and work expectations
- Include rigorous content and applications of knowledge through higher order skills
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society
- Based on research and evidence

## Design of the Standards

- ▶ CCR vs. grade-specific Standards
- Grade level standards for K-8
- ▶ Grade band standards for 9-10 and 11-12
- Emphasis on informational and persuasive text
- ▶ A focus on results rather than means
- An integrated model of literacy
- Research and media skills blended into standards
- Shared responsibility for students' literacy development

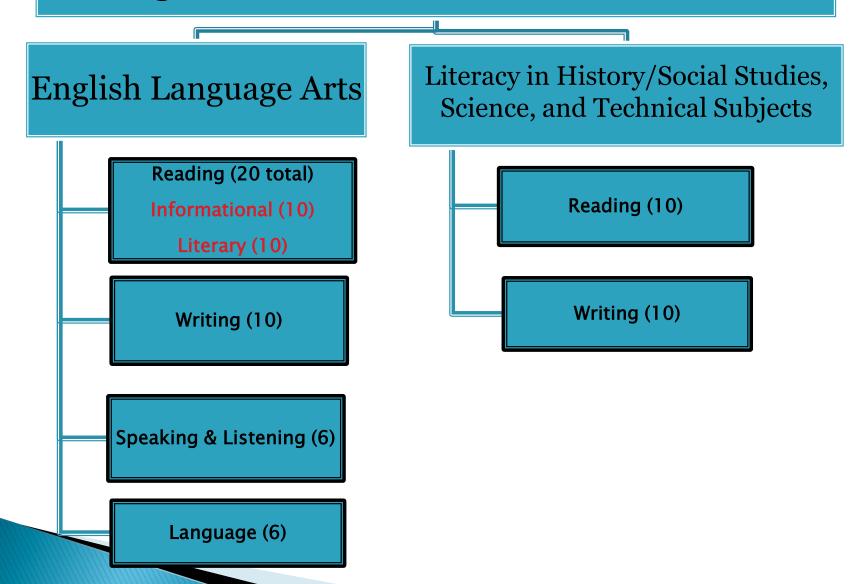
Standards do	Standards do not
Establish what students	Dictate how teachers should teach.
need to learn.	Instead, schools and teachers will
	decide how best to help students reach
	the standards.
Attempt to focus on	Describe all that can or should be
what is most essential.	taught. A great deal is left to the
	discretion of teachers and curriculum
	developers.
Set grade-level	Define the intervention methods or
standards.	materials necessary to support students
	who are below or above grade-level
	expectations.

### How Are the Standards Organized?

Kentucky's Core Academic Standards for English/Language Arts

Standards for English Language Arts Standards for Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Standards (CCR)





## Let's Take a Stroll Through the Standards

## **Suggested Tabs**

Page #	Strand/Topic	Grade Level
11	Reading	K-5
19	Writing	K-5
23	Speaking/Listening	K-5
26	Language	K-5
31	Text Complexity	K-5
36	Reading	6-12
42	Writing	6–12
49	Speaking/Listening	6-12
52	Language	6–12
57	Text Complexity	6-12
61	Literacy in History/Social Studies, Science and Technical Subjects	6–12

# **Progression of the Standards**



Example: W.CCR.6: Use technology, including the Internet, to produce and publish writing											
and	and to interact and collaborate with others.										
14/14		14/141		•	4.6	1 14			6 11 14 14	1 4	

W.K.6	With guidance and support from adults, explore a variety of digital tools to produce
	and publish writing, including collaboration with peers.

W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.4.6 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 one

page in a single sitting. W.6.6 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 three pages in a single sitting. Use technology, including the Internet, to produce and publish writing and present

**W.8.6** the relationships between information and ideas efficiently as well as to interact and

collaborate with others. W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or

shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use technology, including the Internet, to produce, publish, and update individual or

W.11-12.6 shared writing products in response to ongoing feedback, including new arguments or information.

Example: W.CCR.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.K.6	With guidance and support from adults, explore a variety of digital tools to produce
	and publish writing, including collaboration with peers.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.4.6 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 one page in a single sitting. W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding With no skills to type a minimum of three pages in a single sitting. support

W.8.6 Use technology, including the Internet, to produce and publish writing and present

the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other

information and to display information flexibly and dynamically. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments

W.9-10.6 W.11-12.6

or information.

RL.CCR.3: Ana	alyze how and why individuals, events, and ideas develop and interact o	ver				
the course of	a text.					
RL.K.3:	With prompting and support, identify characters, settings, and major	Р				
	events in a story.	r				
RL.2.3:	Describe how characters in a story respond to major events and challe	0				
		g				
With no		r				
support		е				
RL.4.3:	Describe in depth a character, setting, or event in a story or drama,	S				
	drawing on specific details in the text (e.g. a character's thoughts, wo	S ·				
	or actions).	l I				
RL.6.3:	Describe how a particular story's or drama's plot unfolds in a series of	0				
	episodes as well as how the characters respond or change as the plot	n				
	moves toward a resolution.					
RL.8.3:	Analyze how particular lines of dialogue or incidents in a story or dra	o f				
	propel the action, revel aspects of a character, or provoke a decision.	l' I				
Shift in verb		R				
RL.9-10.3:	Analyze how complex characters (e.g. those with multiple o r conflict	i				
	motivations) develop over the course of a text, interact with other	σ				
	characters and advance the plot or develop the theme.	g				
		r				
RL.11-12.3:	Analyze the impact of the author's choices regarding how to develop					
	relate elements of a story or drama (e.g. where a story is set, how					
	action is lered, how the characters are introduced and developed).					

## Your Turn

- Work together in pairs to complete the following activity.
- Trace your standard's progression from Kindergarten-grade 12. Use the graphic organizer to show the learning progressions.

\*You may use the W.CCR.6 and RL.CCR.3 samples we just did as your guide.

## The Appendices

A: supplementary materials and glossary

B: text exemplars, text complexity, and sample performance tasks

C: annotated writing samples at various grade levels

Visit: www.corestandards.org

## The Crosswalk

www.education.ky.gov Search "crosswalk"

Common Core Standards Comparison to Kentucky State Standards

Intent is to help in understanding of how the new Common Core Standards in ELA compares with current expectations for students **AND** to inform thinking about the implementation of Kentucky Core Academic Standards

## **Final Thoughts**

What have you noticed that might be different for the following?

instruction

teacher content and pedagogical knowledge

assessment

resources and materials



What do you need to do now to support teachers in your school?

## **Revisiting Our Learning Targets**

- → I can explain how the Common Core Standards work was done.
- → I can explain the organization and structure of Kentucky's Core Academic Standards for English/Language Arts.
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