# Section V

Connecting Career and Technical Education to the Common Core State Standards

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# Connecting Career and Technical Education to the Common Core State Standards

**Introduction**
In Wisconsin, the education vision is for every child to graduate ready for postsecondary education and the workforce—to be college and career ready. To achieve this vision, students must develop the skills to think, read, communicate and perform in many academic contexts. Since students must develop these specific skills, every educator must consider how students learn in their discipline.

In 2010, State Superintendent Tony Evers officially adopted the Common Core State Standards (CCSS) in English Language Arts, Mathematics and Literacy in All Subjects Areas. The CCSS in Mathematics and English Language Arts are designed to be focused and coherent. Each is anchored in college and career readiness; as well as evidence and research-based. The CCSS signify the need to change practice in at least three areas: content, instruction and assessments. Building on the strength of the Common Core State Standards and the **Wisconsin Standards for Career and Technical Education**, educators in CTE must be knowledgeable in how both CTE and CCSS standards are addressed in their classrooms. Connections between the CCSS and CTE come in two forms.

**Making the Connection: CCSS and CTE Content**

1. **Integration with Disciplinary Literacy (Literacy in All Subjects) and Standards for Mathematical Practice**

   - **Standards and Instruction**- The knowledge and skills students learn in conjunction with content standards to assist students in reading, writing, speaking, listening and computing while using the specific knowledge and skills of the content area.
   - **Assessment** - Standards should be measured through multiple assessments including performance-based assessments, like those used in CTE to measure technical skill attainment.

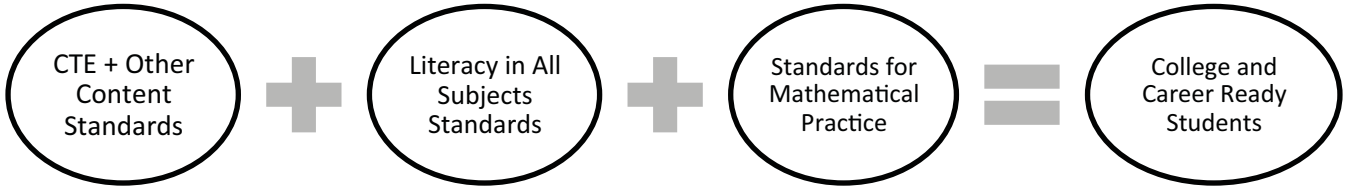
2. **Direct "return on investment" within course content where standards from other content areas are embedded:**

   - **Standards and Instruction** -- The use of multiple sets of standards to create relevance of content for students; both CTE **AND** content/standards from other subjects.
   - **Assessment** -- Standards should be measured through multiple assessments including performance-based assessments, like those used in CTE to measure technical skill attainment.
   - **Equivalency –** Equivalency *shows a one-to-one correlation between CCSS or other content areas such as science and social studies* ***and*** *CTE standards t*hrough a state approved equivalency process in conformity with the Wisconsin State Statute for equivalency credit (§ 118.33, Wis. Stats.). This is an option for CTE courses that prove to have sufficient academic content and are taught in a technical and applied setting.

When district administrators and teachers alike ask for "an alignment of CTE to the CCSS" there is uncertainty about what that means or looks like. It will take time for CTE and core teachers to review their standards before beginning to work collaboratively to see connections between sets of standards. The reality is that there is no easy "one-to-one" match between CTE and CCSS and other content standards—it is about changing the role of the teacher to not only be experts in their content area, but to engage in deep conversations with colleagues across all content areas to make strong connections for students.

**The Connection**

This visual shows the relationship of the CCSS and CTE Content that, when combined together and adding the standards from other content areas, ensures that students are college and career ready for further education in their chosen pathway.

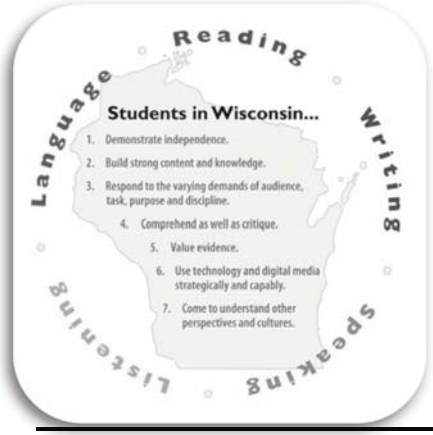



**Literacy in All Subjects: The Shift**

The shift in English language arts means a shared responsibility across all grade levels for all students. Extensive research establishes the need for college and career ready students to be proficient in reading both complex literary text and informational texts independently across a variety of content areas. Literacy, the ability to read, write, listen, speak, think critically and perform in different ways and for different purposes, begins to develop early and becomes increasingly important as students pursue specialized fields of study in high school and beyond. The Common Core State Standards (CCSS) for Literacy in All Subjects[†] are connected to college and career readiness standards that guide educators as they strive to help students meet the literacy challenges within each particular field of study. This national effort is referred to as "disciplinary literacy" that prepares students for college and career readiness.

**In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.**
~ Taken from "Literacy in All Subjects."

Disciplinary Literacy will look different in every classroom based upon the nature of the academic standards addressed within the course and the types of reading and writing required to convey knowledge. Students are reading texts to gain knowledge about the discipline; teachers are engaging students with questions and performance tasks; students are writing/composing/creating.




For the first time ever, the Common Core State Standards identify the specific literacy skills that should be a part of the Career and Technical Education (CTE) and other disciplines. The task, as experts, is to expose students to the authentic literacy activities of the discipline and teach students how to interact with content effectively. It is often taken for granted that by high school, students should be able to read what is given to them, but research now shows otherwise. The standards make it clear: Literacy must be taught—not assigned—within every classroom, every day.

*"Literacy is a prerequisite to learning in all other subjects, especially as students are exposed to increasingly diverse and intricate texts from which they need to glean knowledge. Unfortunately, too many adolescents lack the literacy skills necessary to navigate the reading and writing requirements of high school and the future world in which they will work and live…While educators around the country are*

*seeking ways to address this [literacy] challenge, career and technical education (CTE) programs are stepping up to offer students a rigorous and relevant education rich in literacy content and strategies. CTE courses, often overlooked in academic discussions, can have a tremendous impact on students' literacy engagement and achievement and must be considered as part of the adolescent literacy solution."*

**~CTE's Role in Adolescent Literacy. Issue Brief, November 2009, Association for Career and Technical Education**

**Mathematical Practices: The Shift**

*"When today's students become adults, they will face new demands for mathematical proficiency that school mathematics should attempt to anticipate. Moreover, mathematics is a realm no longer restricted to a select few. All young Americans must learn to think mathematically and they must think mathematically to learn."*

**~Adding It Up, National Research Council, 2001**

The shift in mathematics processes means students are able to transfer math skills and understanding across concepts and grades. Focus allows each student to think, practice and integrate new ideas into a growing knowledge structure. Mathematical proficiency is necessary for every student. Therefore, understanding concepts and being fluent are both important.

This means teaching more than ***"how to get the answer"*** and instead ***support students' ability to access concepts*** from a number of perspectives while demonstrating conceptual understanding of core math concepts by applying them to new situations. Teachers in content areas outside of math, particularly science and CTE, ensure students are using math at all grade levels to make meaning of and access content. Educators must intentionally engage students at all levels, so they are readily able to apply mathematics in their ever-changing world.

By combining the mathematical practices and CTE standards, it allows the teacher to build on students' prior learning from multiple content areas. Students are able to see the relevance of their learning in their chosen career pathway and deepen their learning by transferring skills and concepts.

**Connecting to Other Content Area Standards**

Career and Technical Education courses and programs are the quintessential convergence of standards from numerous content areas. Not only do students learn the knowledge and skills necessary for successful transition to college and careers, they also practice and apply their learning in real-life instructional situations that prepare them for specific entry-level careers and postsecondary studies. Along with CTE specific standards, students are also applying and reinforcing the standards learned in many other areas of study; such as, science, arts and creativity, social studies and mathematics. Educators should be considering how standards from other content areas are incorporated into instruction and assessments within CTE courses and units.

Other standards, such as the Wisconsin Model Academic Standards for Personal Financial Literacy, National Content Standards for Entrepreneurship and the Career Cluster's Green/Sustainability Standards, can easily be embedded into CTE coursework curriculum and activities to reinforce the knowledge and skills that are important for every future employee and citizen.

Showcasing the connections made through CTE courses and programs serves to illustrate student mastery of all of these areas that make them truly ready for the next stage of their lives.

**Performance Tasks**

Wisconsin is a Smarter Balanced Assessment Consortium (SBAC) state, so the Theory of Action outlined by SBAC for creating performance tasks have been adapted for Wisconsin's classrooms. Performance tasks challenge students to apply their knowledge and skills to respond to real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, research skills and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.

When determining performance tasks, teachers need to determine ***the purpose*** of the performance task: Is the performance task going to plan, support, monitor or verify learning? Teachers need to determine ***the type*** of assessment the performance task is going to be: Is the performance task going to be a formative, benchmark or summative assessment?

Once that is decided, then teachers can design the performance task. A performance task presents students with a complex, real-world challenge in which the scenario, role, process and product are authentic; students must then demonstrate that they have the skills and knowledge to complete the task.

**Elements of a performance task:**

- Integrate knowledge and skills across multiple content standards or strands within a content area.
- Measure capacities such as depth of understanding, research skills, complex analysis and identification/providing of relevant evidence.
- Require student-initiated planning, management of information and ideas, interaction with other materials.
- Require production of extended responses, such as oral presentations, exhibitions and other scorable products, including more extended written responses, which might be revised and edited.
- Reflect a real-world task and/or scenario-based problem.
- Allow for multiple approaches.
- Represent content that is relevant and meaningful to students.

- Allow for demonstration of important knowledge and skills, including those that address 21st-century skills such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.
- Require scoring that focuses on the essence of the task.
- Be feasible for the school/classroom environment.

In the next section there are examples of implementing CCSS into specific content areas through the use of performance tasks using sentence frames like the one shown below.

After reading/listening/viewing/researching _____ (texts), write/create/present _____ (product) for _____ (audience) that provides an/a explanation/argument/narrative _____ (content) so that _____ (purpose/so what).

† Transformed in Wisconsin from the Common Core State Standards for Literacy in Science, Social Studies, History and Technical Subjects.

# Connecting Business and Information Technology to the Common Core State Standards

**Connecting To Academic Standards through Performance Tasks**
Once the purpose and type of performance task is decided, teachers can then design the performance task. A performance task presents students with a complex, real-world challenge in which the scenario, role, process and product are authentic; students must then demonstrate that they have the skills and knowledge to complete the task.

Displayed below is an example of a tool known as a sentence frame that may be used to develop a performance task in a Business and Information Technology (B&IT) course. Implementing CCSS may look different for every teacher, every program, every course and potentially every unit. Once a performance task has been identified, then an instructor may connect the task to academic standards associated with the respective content area within Business and Information Technology, as well as within other academic areas.

***(Example 1: grade 9-10 performance task in a financial course)***

After reading/researching/listening/viewing multiple credit card offers online (texts), write/create/present a list of options that may fit students' individual needs (product) for the high school student who will pursue financial independence (audience) that provides a/an explanation/argument/narrative of benefits, interest rates and fees (content) so that informed decisions may be made using their line of credit (purpose/so what).

The following academic standard(s) are addressed through the performance task displayed above:

**Business and Information Technology**

**PF4.a.4.h:** Identify and evaluate credit products and services.
**PF4.a.6.h:** Compare and contrast the cost of various types of credit.
**PF4.a.7.h:** Analyze sources of consumer credit.

**Literacy Standards**

**Anchor Standard for Reading 1:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
**Anchor Standard for Reading 2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon or concept; provide an accurate summary of the text.
**Anchor Standard for Reading 4:** Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
**Anchor Standard for Writing 4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
**Anchor Standard for Writing 7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Mathematical Practices**

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.

**Other Content Standards Alignment**

Social Studies/Economics
Mathematics
Personal Financial Literacy

***(Example 2: grade 11-12 performance task in a communications course)***

After reading/researching/listening/viewing your school and/or district policy on fundraising (texts), write/create/present a business letter addressed to your chapter president that identifies at least three fundraising options (product) for your next membership meeting of Future Business Leaders of America-FBLA (audience) that provides a/an explanation/argument/narrative of each fundraising option and includes a forecast of estimated revenues and expenses (content) so that your members may debate options and make an official request seeking approval for at least one option to the school/district administration. (purpose/so what).

The following academic standard(s) are addressed through the performance task displayed above:

**Business and Information Technology**

**BC5.b.18.h:** Develop direct, indirect and persuasive messages for appropriate situations.
**BC5.b.23.h:** Compose a business letter.
**AF2.b.9.h:** Forecast revenue and costs.

**Literacy Standards**

**Anchor Standard for Reading 2:** Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms.
**Anchor Standard for Writing 2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.
**Anchor Standard for Writing 4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

**Mathematical Practices**

Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Attend to precision.

**Other Content Standards Alignment**

Mathematics
English language arts

**The Value of Business and Information Technology**

Through an example performance task, the documentation above identifies that the connection to academic standards extends far beyond the Business and Information Technology classroom. Critical knowledge and skills are developed through performance tasks which challenge a student to apply prior knowledge emphasized in other academic areas to discipline-specific content in Business or Information Technology. Additionally, the discipline-specific performance task can play a critical role in providing an opportunity for student growth in other core academic areas when this connection to an elective program of study is clearly made through classroom instruction. This reflective practice of combining Business and Information Technology Content Standards plus Literacy in All Subject Standards and Standards for Mathematical Practices plus standards for other content areas equals a greater assurance that students are college and career ready.

# Reaching Every Student; Reaching Every Discipline

**Reaching Every Student**
The CCSS set high, clear and consistent expectations for all students. In order to ensure that all students can meet and exceed those expectations, Wisconsin educators provide flexible and fluid support based on student need. Each student brings a complex system of strengths and experiences to learning. One student may have gifts and talents in mathematics and need additional support to reach grade-level standards in reading. A student may be learning English as a second language while remaining identified for gifted services in science. The following statements provide guidance for how to ensure that the CCSS provide the foundation for learning for every student in Wisconsin, regardless of their unique learning needs.

**Application of Common Core State Standards for English Language Learners**
The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling and levels of English language proficiency. Effectively educating these students requires pre-assessing each student instructionally, adjusting instruction accordingly and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native-like proficiency in English takes many years and may not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing and research, language development and speaking and listening without manifesting native-like control of conventions and vocabulary.

**English Language Arts**
The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of reading, writing, speaking, listening to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);

- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

**Application to Students with Disabilities**

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities, students eligible under the Individuals with Disabilities Education Act (IDEA), must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004).Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)[1] which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning, based on the principles of Universal Design for Learning (UDL),[2] which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005), changes in materials or procedures, which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

**Implications for the Common Core State Standards for Students with Gifts and Talents**

The CCSS provide a roadmap for what students need to learn by benchmarking expectations across grade levels. They include rigorous content and application of knowledge through higher-order skills. As such, they can serve as a foundation for a robust core curriculum, however, students with gifts and talents may need additional challenges or curricular options. In order to recognize what adaptations need to be made or what interventions need to be employed, we must understand who these students are.

According to the National Association for Gifted Children (2011), "Giftedness, intelligence and talent are fluid concepts and may look different in different contexts and cultures" (para. 1). This means that there are students that demonstrate high performance or have the potential to do so in academics, creativity, leadership and/or the visual and performing arts. Despite this diversity there are common characteristics that are important to note.

Students with gifts and talents:

- Learn at a fast pace.
- Are stimulated by depth and complexity of content.
- Make connections.

These traits have implications for how the Common Core State Standards are used. They reveal that as curriculum is designed and instruction is planned there must be:

- Differentiation based on student readiness, interest and learning style:

  Pre-assessing in order to know where a student stands in relation to the content that will be taught (readiness), then teach those standards that the student has not mastered and enrich, compact and/or accelerate when standards have been mastered. This might mean using standards that are beyond the grade level of the student.

  Knowledge of our students so we are familiar with their strengths, background knowledge, experiences, interests and learning styles.

  Flexible grouping to provide opportunities for students to interact with peers that have similar abilities, similar interests and similar learning styles (homogenous grouping), as well as different abilities, different interests and different learning styles (heterogeneous grouping).

- Differentiation of content, process and product.

  Use of a variety of materials (differentiating content) to provide challenge. Students may be studying the same concept using different text and resources.

  Variety of tasks (differentiating process). For example in a science lesson about the relationship between temperature and rate of melting, some students may use computer-enhanced thermometers to record and graph temperature so they can concentrate on detecting patterns while other students may graph temperature at one-minute intervals, then examine the graph for patterns.

  Variety of ways to demonstrate their learning (differentiating product).These choices can provide opportunities for students with varying abilities, interests and learning styles to show what they have discovered.

- Adjustment to the level, depth and pace of curriculum.

  Compact the curriculum to intensify the pace.

  Vary questioning and use creative and critical thinking strategies to provide depth.

  Use standards beyond the grade level of the students. Since the CCSS provide a PK-12 learning progression, this is easily done.

  Accelerate subject areas or whole grades when appropriate.

- Match the intensity of the intervention with the student's needs. This means that we must be prepared to adapt the core curriculum and plan for a continuum of services to meet the needs of all students, including those with gifts and talents.

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## What is Disciplinary Literacy?

Literacy, the ability to read, write, listen, speak, think critically and perform in different ways and for different purposes, begins to develop early and becomes increasingly important as students pursue specialized fields of study in high school and beyond. The Common Core State Standards (CCSS) for Literacy in Science, Social Studies, History and the Technical Subjects are connected to College and Career Readiness Standards that guide educators as they strive to help students meet the literacy challenges within each particular field of study. This national effort is referred to as disciplinary literacy.

**In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.**

These abilities are important in ALL courses and subjects. While the Common Core State Standards (CCSS) for Literacy in Science, Social Studies, History and the Technical Subjects provide standards for cross-discipline reading and writing in grades 6-12, Wisconsin recognizes the need to broaden this effort and include **all disciplines and every educator in every grade level K-12.** This literacy focus must begin as soon as children have access to formal education and continue intentionally as college and career readiness goals advance for all children in Wisconsin.

To address this expanded definition and approach to disciplinary literacy, excerpts from the K-5 Common Core State Standards for English Language Arts are included in this document. Elementary classroom teachers build the foundational literacy skills necessary for students to access all learning. Additionally, they develop content specific to deep literary study, oratory tradition and linguistic analysis; skills specific to English language arts. Literacy reaches beyond this knowledge in one content area to include reading, writing, listening, speaking and thinking critically in each discipline beginning at an early age. The applicable K-5 standards help educators in Wisconsin build a ladder of skills and dispositions that lead to accelerated achievement across disciplines and will be included in every content-specific standards document into the future.

## Why is disciplinary literacy important?

The modern global society, of which our students are a part, requires postsecondary learning. An analysis of workforce trends by Georgetown University economist Anthony Carnevale and his colleagues found that nearly 60 percent of all job openings in 2007 required some postsecondary education; postsecondary success depends on students' ability to comprehend and produce the kinds of complex texts found in all disciplines. Therefore, the economic future of our state, as well as our students and their success as productive citizens and critical thinkers link to disciplinary literacy.

Textbooks, articles, manuals and historical primary source documents create specialized challenges for learners. These texts often include abstracts, figures, tables, diagrams and specialized vocabulary. The ideas are complex and build across a number of paragraphs requiring focus and strategic processing. To comprehend and produce this type of text, students must be immersed in the language and thinking processes of that discipline and they must be supported by an expert guide, their teacher (Carnegie Report, 2010).

A focus at the elementary level on foundational reading, when expanded to include engaging experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. This increases opportunities for success as students approach more rigorous content in those disciplines (Alliance for Excellent Education, 2011).

Reading, writing, speaking, listening and critical thinking must be integrated into each discipline across all grades so that all students gradually build knowledge and skills toward college and career readiness. Collaboration among institutes of higher education, CESA Statewide Network, districts, schools, teachers and family and community will guide the implementation of the Common Core State Standards in Wisconsin.

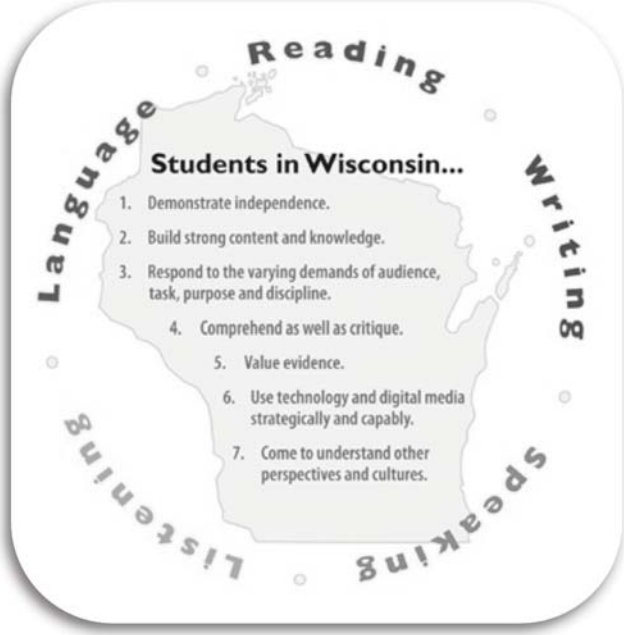
**The message is that literacy is integral to attainment of content knowledge and content is essential background knowledge for literacy development. This interdependent relationship exists in all disciplines.**

The Common Core State Standards require educators to support literacy in each classroom across the state. Since the impact of this effort is significant, it is essential that resources and supports be accessible to all educators. To build consistent understanding, DPI convened a statewide Disciplinary Literacy Leadership Team in 2011 comprised of educators from many content areas and educational backgrounds. This team was charged with examining the CCSS for Disciplinary Literacy, identifying the needs in the field for support and gathering materials and resources to address those needs.

# Wisconsin Foundations for Disciplinary Literacy

To guide understanding and professional learning, a set of foundations, developed in concert with Wisconsin's *Guiding Principles for Teaching and Learning,* directs Wisconsin's approach to disciplinary literacy.

**Academic learning begins in early childhood and develops across all disciplines.**
Each discipline has its own specific vocabulary, text types and ways of communicating. Children begin learning these context- and content-specific differences early in life and continue through high school and beyond. While gardening, small children observe and the form and function of a root, stem, leaf and soil; or measure, mix and blend while baking a cake. School offers all students opportunities to develop the ability to, for example, think like a scientist, write like a historian, critique like an artist, problem-solve like an auto mechanic or analyze technological advances like a health care technician. As literacy skills develop, educators gradually shift the responsibility for reading, writing, listening, speaking and critical thinking to students through guided supports in both individual and collaborative learning experiences.




**Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.**
Educators help students recognize and understand the nuances of a discipline by using strategies that "make their thinking visible." They promote classroom reading, writing, listening, speaking and critical thinking using authentic materials that support the development of content-specific knowledge. They guide students through these complex texts by using strategies that develop conceptual understanding of language and set expectations for relevant application of skills. These literacy practices deepen students' content knowledge, strategies and skills so that their learning transfers to real world situations.

**The literacy skills of reading, writing, listening, speaking and critical thinking improve when content-rich learning experiences motivate and engage students.**

Educators who foster disciplinary literacy develop experiences that integrate rigorous content with relevant collaborative and creative literacy processes to motivate and engage students. Setting high expectations, they structure routines and supports that empower students to take charge of their own learning. When students work in teams to research science and mathematics concepts in the development of an invention or a graphic arts design; when they collaboratively build a blog that contains their recent marketing venture, they use specific literacy skills and strategies to solidify learning. Students need these opportunities over time to develop the precise and complex reading, writing, listening, speaking and critical thinking skills demanded in today's careers.

**Students demonstrate their content knowledge through reading, writing, listening and speaking as part of a content-literate community.**

Students who are literate in a particular discipline are able to successfully read, write and speak about that discipline and can listen to and think critically as others communicate in that community. Performance tasks that allow students to present the complexity of a content area in a way that is meaningful to the field become authentic approaches to assessing mastery within a discipline. Such tasks empower students to discover the real world connections across disciplines and to actively participate in communities of discipline-literate peers. As Wisconsin moves to the SMARTER Balanced Assessment System these performance tasks will be integral to assessment of student learning.

## What research and resources are available to support educators' use of the Common Core State Standards for Literacy in All Subjects?

The Common Core State Standards for Literacy in All Subjects reflect the importance of literacy in both the oral and written language and in both productive (speaking and writing) and receptive (listening and reading) discourse. Clearly, critical and precise thinking are required to develop all of these specific strategies and skills. The standards also address the learning and functioning of language in a technological, media-driven world because the language that we use is selective depending upon the context of the conversation.

The following section will offer relevant research and resources to support professional learning in reading, writing, speaking, listening and language across disciplines. Collegial conversation and learning, both cross-discipline and within-discipline will help make the Common Core State Standards more applicable to schools and districts and will address the needs of unique programs within those contexts. A collection of online resources will continue to develop as support materials emerge.

**Reading Connections**

While early reading focuses on learning that letters make sounds and that words carry meaning, reading quickly develops to a point where the message taken from text depends on what the reader brings to it. The Carnegie Report, *Reading in the Disciplines* (2010) describes this phenomenon:

**"The ability to comprehend written texts is not a static or fixed ability, but rather one that involves a dynamic relationship between the demands of texts and prior knowledge and goals of the reader."**

Therefore, a musician reading a journal article that describes concepts in music theory will take more information away from the text than a music novice because of their knowledge and experience in music. As well, an individual who spends a significant amount of time reading automotive manuals will more easily navigate a cell phone manual because of familiarity with that type of text.

A chart excerpted from the Carnegie Report (2010) details a few of the generic and more discipline-specific strategies that support students as they attempt to comprehend complex text. While the generic strategies pertain across content areas, discipline-specific ones must be tailored to match the demands of the content area.

Both generic and discipline focused strategies and knowledge must be applied to the comprehension and evaluation of:

- Textbooks
- Journal and magazine articles
- Historically situated primary documents
- Full Length Books
- Newspaper Articles
- Book Chapters
- Multimedia and Digital Texts

| Generic Reading Strategies | Discipline-Specific Reading Strategies |
|---|---|
| Monitor comprehension<br>Pre-read<br>Set goals<br>Think about what one already knows<br>Ask questions<br>Make predictions<br>Test predictions against the text<br>Re-read<br>Summarize | Build prior knowledge<br>Build specialized vocabulary<br>Learn to deconstruct complex sentences<br>Use knowledge of text structures and genres to predict main and subordinate ideas<br>Map graphic (and mathematical) representations against explanations in the text<br>Pose discipline relevant questions<br>Compare claims and propositions across texts<br>Use norms for reasoning within the discipline (i.e. what counts as evidence) to evaluate claims |

*Source: Carnegie Report, (2010)*

Additional resources that support reading in specific subjects include *Content Counts! Developing Disciplinary Literacy Skills, K–6* by Jennifer L. Altieri (2011).This guide for discipline-specific literacy at the elementary level offers strategies to balance the demands of literacy while continuing to make content count and help students meet the reading, writing, speaking and listening demands of the content areas as they advance in school.

A resource by Doug Buehl (2011) entitled *Developing Readers in the Academic Disciplines* describes what it means to read, write and think through a disciplinary lens in the adolescent years. This teacher-friendly guide helps connect literacy with disciplinary understandings to bridge academic knowledge gaps, frontload instruction and build critical thinking through questioning.

**Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from seminal U.S. documents, the classics of American literature and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (*CCSS p. 35 http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf*)

The Common Core State Standards require that all students "be able to comprehend texts of steadily increasing complexity as they progress through school" (Appendix A: Research Supporting Key Elements of the Standards, p. 2). More detailed definitions of complex text and examples of complex texts across disciplines are available in Appendix B of the English Language Arts CCSS.

**Writing Connections**

The Common Core State Standards call for emphasis on three types of writing: narrative, informational and logical argument. Writing that presents a logical argument is especially appropriate to discipline-specific work since credible evidence differs across content areas. The ability to consider multiple perspectives, assess the validity of claims and present a point of view is required in argumentative writing. These thinking and communication skills are "critical to college and career readiness".

**A 2007 report entitled *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* detailed research on writing to learn, rather than only for assessment, as having a significant impact on content learning.**

The study found writing to learn was equally effective for all content areas in the study (social studies, math and science) and at every grade (4-12).

**Note on range and content of student writing**

For students, writing is a key means of asserting and defending claims, showing what they know about a subject and conveying what they have experienced, imagined, thought and felt. To be college- and careerready writers, students must take task, purpose and audience into careful consideration, choosing words, information, structures and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within an argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining and collaborating on writing. They have to become adept at gathering information, evaluating sources and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have flexibility, concentration and fluency to produce high quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. *(CCSS p.41 http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf*)

When a social studies teacher guides students in taking on the perspective of a person from a specific historical era, she might ask students to write a first person narrative from that perspective. Research into that era leads students to discover personal beliefs of that historical person. They may dig into the personal experiences, ideas and events involved in the era to visualize life in that period. They then develop a rich understanding of the era and embed language from that era into the texts that they create. (Samples of discipline-specific writing across grades and content areas are available in Appendix C of the English Language Arts CCSS.

**Speaking, Listening and Language Connections**

The ability to share ideas and orally communicate with credibility in a specific academic discourse empowers students and allows access to specialized groups. In *Situated Language and Learning: A Critique of Traditional Schooling*, James Paul Gee (2004) describes the need to prioritize these skills so that students are at ease as they enter situations connected to a specific content area and are more likely to continue their learning in that discipline.

As expertise develops, students feel more and more comfortable applying knowledge and skills while speaking and listening in a specific discipline.

- A media course may teach students appropriate expression, tone and rate of speech when addressing a large audience.
- Listening carefully to questions posed is a specialized skill that debate facilitators develop.
- Scientists learn to listen for bias in the perspectives presented by peers to determine the reliability of scientific outcomes.
- Artists have very specialized and specific ways of speaking about the many aspects of a piece.

A policy brief from the Alliance for Excellent Education called, *Engineering Solutions to the National Crisis in Literacy: How to Make Good on the Promise of the Common Core State Standards* describes “a staircase of literacy demands” and emphasizes the importance of a progressive development of language and literacy over time.

The conceptual understanding of “functions” in mathematics may begin to develop in elementary school in its simplest form. As the concept develops over the years, students will use the word “function” in a meaningful way when speaking and writing to describe the mathematical concept they apply. When educators explicitly connect a mathematical term to its application and repeatedly expose students to the concept connected to the term, a specialized language becomes second nature to the mathematics classroom.

**Students must have extensive vocabularies, built through reading and explicit instruction embedded in the context of content learning. This enables them to comprehend complex texts, engage in purposeful writing and communicate effectively within a discipline.**

Skills in determining or clarifying the meaning of words and phrases encountered, choosing flexibly from an array of strategies and seeing an individual word as part of a network of other words that, for example, have similar denotations but different connotations allow students to access information and support their own learning.

**Literacy in Multiple Languages**

Increasing economic, security, cross-cultural and global demands underscore the value of literacy in more than one language. Students who think, read, write and communicate in multiple languages are an asset to our own country and can more easily interact and compete in the world at large.

English language learners (ELL) in our classrooms face significant challenges as they add a new language and work to grasp content at the same rate as their English-speaking peers. In a report to the Carnegie Corporation entitled *Double the Work: Challenges and Solutions to Acquiring Academic Literacy for Adolescent English Language Learners (2007)* researchers found that a focus on academic literacy is crucial for ELL's success in school. In their description of academic literacy they include reading, writing and oral discourse that:

- Varies from subject to subject.
- Requires knowledge of multiple genres of text, purposes for text use and text media.
- Is influenced by students' literacies in context outside of school.
- Is influenced by students' personal, social and cultural experiences.

The needs of our English language learners are addressed when we embed disciplinary literacy strategies into our subject area teaching. These high impact strategies and skills allow English language learners and all students to more readily access content knowledge and connect it to the prior knowledge they bring to the classroom. When educators take the initiative to understand and embed these strategies and skills, they offer additional opportunities for success to all of our students.

## Who Should Use the Common Core State Standards for Literacy in All Subjects?

The term "disciplinary literacy" may be new to many Wisconsin teachers. The Common Core State Standards for Literacy in All Subjects, as excerpted from the Common Core Standards for English Language Arts, are intended for all PK-12 educators. Each standard is written broadly in content-neutral language, breaking down the complex skills that comprise reading, writing, speaking, listening and language. These standards serve as a complement to the specific content-related standards of each individual discipline. Administrators and communities may also find the disciplinary literacy standards helpful in charting a clear and consistent school or district-wide approach to literacy that moves Wisconsin forward toward the goal of every student career and college ready.

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# Common Core State Standards for Literacy in All Subjects

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## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

### Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

| Grade | Literary | Informational |
|---|---|---|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.[2]

### Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

| Grade | To Persuade | To Explain | To Convey Experience |
|---|---|---|---|
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition.* Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

### Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

[1]The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.
[2]As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

   Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

   The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

# How to Read This Document

## Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

### Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

## Key Features of the Standards

### Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

### Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

### Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

STANDARDS FOR

# Literacy in All Subjects

# 6-12

# College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They 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.

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

# Reading Standards for Literacy in All Subjects

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Cite specific textual evidence to support analysis of primary and secondary sources. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| 2. 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. | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| 3. 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). | 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| **Craft and Structure** | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | 4. 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. | 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). | 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| 6. 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). | 6. 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. | 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| **Integration of Knowledge and Ideas** | | |
| 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| 8. Distinguish among fact, opinion, and reasoned judgment in a text. | 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. | 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |
| 9. Analyze the relationship between a primary and secondary source on the same topic. | 9. Compare and contrast treatments of the same topic in several primary and secondary sources. | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. |

# Reading Standards for Literacy in All Subjects

RST

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Cite specific textual evidence to support analysis of science and technical texts. | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. | 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| **Craft and Structure** | | |
| 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. |
| 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*). | 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |
| 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. |
| **Integration of Knowledge and Ideas** | | |
| 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. | 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. |

# College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They 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.

## Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

## Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Range of Writing

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.

*These broad types of writing include many subgenres.

## Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

# Writing Standards for Literacy in All Subjects

WHST

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 1. Write arguments focused on *discipline-specific content*.<br>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. | 1. Write arguments focused on *discipline-specific content.*<br>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.<br>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from or supports the argument presented. | 1. Write arguments focused on *discipline-specific content.*<br>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.<br>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from or supports the argument presented. |

# Writing Standards for Literacy in All Subjects

WHST

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Text Types and Purposes (continued)** | | |
| 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style and objective tone.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.<br>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| 3. (See note; not applicable as a separate requirement) | 3. (See note; not applicable as a separate requirement) | 3. (See note; not applicable as a separate requirement) |

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

# Writing Standards for Literacy in All Subjects

WHST

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Production and Distribution of Writing** | | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5. 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. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | 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. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| **Research to Build and Present Knowledge** | | |
| 7. 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. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 8. 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. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 9. Draw evidence from informational texts to support analysis reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. |
| **Range of Writing** | | |
| 10. 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. | 10. 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. | 10. 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. |

# College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They 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.

## Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Note on range and content of student speaking and listening

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

# Speaking and Listening Standards for Literacy in All Subjects

SL

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Comprehension and Collaboration** | | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.<br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.<br>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.<br>d. Acknowledge new information expressed by others and, when warranted, modify their own views. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.<br>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.<br>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| 2. 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. | 2. 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. | 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| **Presentation of Knowledge and Ideas** | | |
| 4. 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. | 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate |

# Speaking and Listening Standards for Literacy in All Subjects

SL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Comprehension and Collaboration** | |
| 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.<br>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.<br>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.<br>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.<br>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| **Presentation of Knowledge and Ideas** | |
| 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

# College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They 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.

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

3. 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.

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

### Note on range and content of student language use

*To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

# Language Standards for Literacy in All Subjects

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The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Conventions of Standard English** | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>b. Use intensive pronouns (e.g., *myself, ourselves*).<br>c. Recognize and correct inappropriate shifts in pronoun number and person.*<br>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of phrases and clauses in general and their function in specific sentences.<br>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>b. Form and use verbs in the active and passive voice.<br>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.<br>d. Recognize and correct inappropriate shifts in verb voice and mood.* |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*<br>b. Spell correctly. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).<br>b. Spell correctly. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. Use an ellipsis to indicate an omission.<br>c. Spell correctly. |
| **Knowledge of Language** | | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Vary sentence patterns for meaning, reader/listener interest, and style.*<br>b. Maintain consistency in style and tone.* | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |

# Language Standards for Literacy in All Subjects

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Vocabulary Acquisition and Use** | | |
| 4. 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.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., personification) in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.<br>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g. verbal irony, puns) in context.<br>b. Use the relationship between particular words to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). |
| 6. 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. | 6. 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. | 6. 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. |

# Language Standards for Literacy in All Subjects



| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Vocabulary Acquisition and Use** | |
| 4. 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.<br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. |
| 6. 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. | 6. 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 Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard | Grade(s) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| **L.3.1f.** Ensure subject-verb and pronoun-antecedent agreement. | | | | | | | | |
| **L.3.3a.** Choose words and phrases for effect. | | | | | | | | |
| **L.4.1f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | | | | | |
| **L.4.1g.** Correctly use frequently confused words (e.g., *to/too/two; there/their*). | | | | | | | | |
| **L.4.3a.** Choose words and phrases to convey ideas precisely.* | | | | | | | | |
| **L.4.3b.** Choose punctuation for effect. | | | | | | | | |
| **L.5.1d.** Recognize and correct inappropriate shifts in verb tense. | | | | | | | | |
| **L.5.2a.** Use punctuation to separate items in a series.† | | | | | | | | |
| **L.6.1c.** Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | | | |
| **L.6.1d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | | | |
| **L.6.1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | | | |
| **L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | | | |
| **L.6.3a.** Vary sentence patterns for meaning, reader/listener interest, and style.‡ | | | | | | | | |
| **L.6.3b.** Maintain consistency in style and tone. | | | | | | | | |
| **L.7.1c.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | | |
| **L.7.3a.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | | |
| **L.8.1d.** Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | |
| **L.9–10.1a.** Use parallel structure. | | | | | | | | |

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

## Standards for Mathematical Practice

Mathematical proficiency is necessary for every student; therefore, understanding concepts and being fluent with procedural skills are both important. This means that educators must intentionally engage students at all levels so they are readily able to understand important concepts, use skills effectively and apply mathematics to make sense of their changing world.

*Adding it Up* (National Research Council, 2001), a major research report that informed the development of the Common Core State Standards for Mathematics, emphasizes the five strands of mathematical proficiency: conceptual understanding, procedural fluency, adaptive reasoning, strategic competence and productive disposition. These strands are not sequential, but intertwined and form the basis for the *Standards for Mathematical Content* and the *Standards for Mathematical Practice*. Together, these two sets of mathematics standards define what students should understand and be able to do in their study of PK-12 mathematics.

| Standards for Mathematical Practice | Characteristics of Mathematically Proficient Students |
|---|---|
| **Make sense of problems and persevere in solving them.** | **Mathematically proficient students can:**<br>Explain the meaning of a problem and restate it in their words.<br>Analyze given information to develop possible strategies for solving the problem.<br>Identify and execute appropriate strategies to solve the problem.<br>Evaluate progress toward the solution and make revisions if necessary.<br>Explain the connections among various representations of a problem or concept.<br>Check for accuracy and reasonableness of work, strategy and solution.<br>Understand and connect strategies used by others to solve problems. |
| **Reason abstractly and quantitatively.** | **Mathematically proficient students can:**<br>Translate given information to create a mathematical representation for a concept.<br>Manipulate the mathematical representation by showing the process considering the meaning of the quantities involved.<br>Recognize the relationships between numbers/quantities within the process to evaluate a problem.<br>Review the process for reasonableness within the original context. |
| **Construct viable arguments and critique the reasoning of others.** | **Mathematically proficient students can:**<br>Use observations and prior knowledge (stated assumptions, definitions and previous established results) to make conjectures and construct arguments.<br>Compare and contrast logical arguments and identify which one makes the most sense.<br>Justify (orally and in written form) the approach used, including how it fits in the context from which the data arose.<br>Listen, understand, analyze and respond to the arguments of others.<br>Identify and explain both correct and flawed logic.<br>Recognize and use counterexamples to refine assumptions or definitions and dispute or disprove an argument. |

| Standards for Mathematical Practice | Characteristics of Mathematically Proficient Students |
|---|---|
| **Model with mathematics.** | **Mathematically proficient students can:**<br>Use a variety of methods to model, represent and solve real-world problems.<br>Simplify a complicated problem by making assumptions and approximations.<br>Interpret results in the context of the problem and revise the model if necessary.<br>Choose a model that is both appropriate and efficient to arrive at one or more desired solutions. |
| **Use appropriate tools strategically.** | **Mathematically proficient students can:**<br>Identify mathematical tools and recognize their strengths and weaknesses.<br>Select and use appropriate tools to best model/solve problems.<br>Use estimation to predict reasonable solutions and/or detect errors.<br>Identify and successfully use external mathematical resources to pose or solve problems.<br>Use a variety of technologies, including digital content, to explore, confirm and deepen conceptual understanding. |
| **Attend to precision**. | **Mathematically proficient students can:**<br>Understand symbols and use them consistently within the context of a problem.<br>Calculate answers efficiently and accurately and label them appropriately.<br>Formulate precise explanations (orally and in written form) using both mathematical representations and words.<br>Communicate using clear mathematical definitions, vocabulary and symbols. |
| **Look for and make use of structure**. | **Mathematically proficient students can:**<br>Look for, identify and accept patterns or structure within relationships.<br>Use patterns or structure to make sense of mathematics and connect prior knowledge to similar situations and extend to novel situations.<br>Analyze a complex problem by breaking it down into smaller parts.<br>Reflect on the problem as a whole and shift perspective as needed. |
| **Look for and express regularity in repeated reasoning.** | **Mathematically proficient students can:**<br>Recognize similarities and patterns in repeated trials with a process.<br>Generalize the process to create a shortcut which may lead to developing rules or creating a formula.<br>Evaluate the reasonableness of results throughout the mathematical process while attending to the details. |

* Collaborative project with Cedarburg, Franklin, Fox Point-Bayside, Grafton, Greendale, Kettle Moraine, Menomonee Falls, Oconomowoc, Pewaukee, Waukesha and Whitefish Bay School Districts and CESA 1.