

Kentucky's Core Academic Standards for English Language Arts



Learning Targets



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

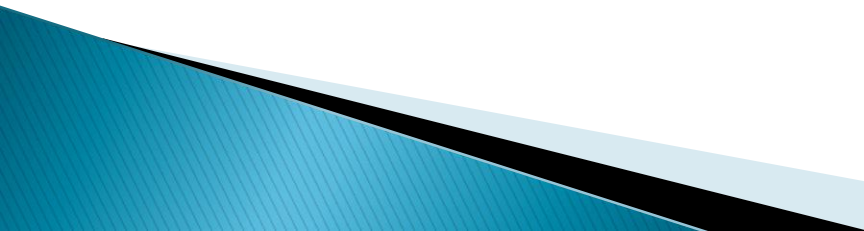
What Do We Know ?



▶ Activity

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

Purpose of ELA Standards

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

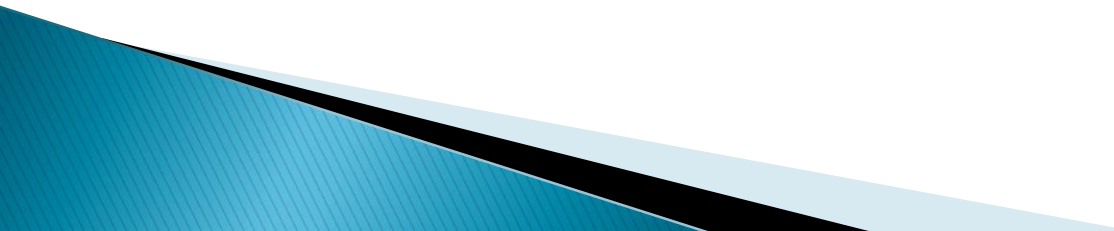
- ▶ Council of Chief State School Officers (CCSSO)



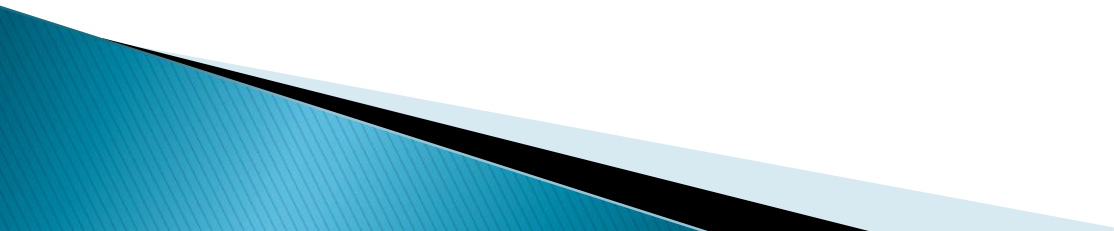
- ▶ National Governors Association (NGA)



Criteria for the Standards.....

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

- ▶ CCR vs. grade-specific Standards
 - ▶ Grade level standards for K-8
 - ▶ Grade band standards for 9-10 and 11-12
 - ▶ Emphasis on informational and persuasive text
 - ▶ A focus on results rather than means
 - ▶ An integrated model of literacy
 - ▶ Research and media skills blended into standards
 - ▶ Shared responsibility for students' literacy development
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Standards do ...	<i>Standards do not ...</i>
Establish what students need to learn.	<i>Dictate how teachers should teach.</i> Instead, schools and teachers will decide how best to help students reach the standards.
Attempt to focus on what is most essential.	<i>Describe all that can or should be taught.</i> A great deal is left to the discretion of teachers and curriculum developers.
Set grade-level standards.	<i>Define the</i> intervention methods or materials necessary to support students who are below or above grade-level expectations.

How Are the Standards Organized?

Kentucky's Core Academic Standards for English/Language Arts

Standards for English
Language Arts

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

College and Career Readiness Standards (CCR)

English Language Arts

Reading (20 total)

Informational (10)

Literary (10)

Writing (10)

Speaking & Listening (6)

Language (6)

Literacy in History/Social Studies, Science, and Technical Subjects

Reading (10)

Writing (10)



Let's Take a Stroll Through the Standards

Suggested Tabs

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


Progression of the Standards



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

W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.11-12.6	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.

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

W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.4.6	With some guidance and support from adults, use technology , including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.6.6  With no support	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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RL.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.K.3: **With prompting and support, identify** characters, settings, and major events in a story.

RL.2.3:  **Describe** how characters in a story respond to major events and challenges in the plot.
With no support

RL.4.3: **Describe** in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

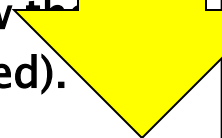
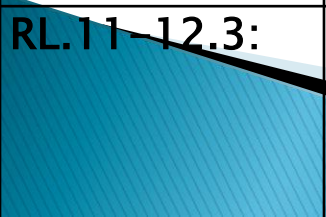
RL.6.3: **Describe** how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.8.3:  **Analyze** how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Shift in verb

RL.9-10.3: **Analyze** how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.

RL.11-12.3: **Analyze** the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).

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Your Turn

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

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



The Appendices

- A: supplementary materials and glossary
- B: text exemplars, text complexity, and sample performance tasks
- C: annotated writing samples at various grade levels

Visit: www.corestandards.org

The Crosswalk

www.education.ky.gov Search “crosswalk”

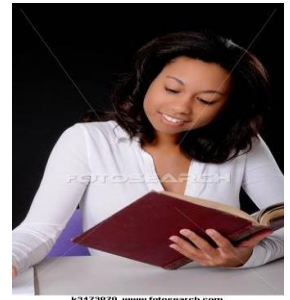
Common Core Standards Comparison to Kentucky State Standards

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

Final Thoughts

- ▶ What have you noticed that might be different for the following?
 - instruction
 - teacher content and pedagogical knowledge
 - assessment
 - resources and materials

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



Revisiting Our Learning Targets

- I can explain how the Common Core Standards work was done.
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