



A Treasure Hunt through the Common Core State Standards, Grades 6-12
Adapted from the Delaware Department of Education

Directions: Using the Common Core State Standards for English Language arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS), search with people in your group to find the answers to the following questions.

1. According to the Table of Contents, which standards appear in both English Language Arts 6-12 and in Standards for Literacy in History/Social Studies, Science, and Technical Subjects?

- 1. Reading*
- 2. Writing*

2. Which standards appear in English Language Arts 6-12, but not in Standards for Literacy in History/Social Studies, Science, and Technical Subjects?

- 1. Language*
- 2. Speaking and Listening*

The answers to questions 3-13 can be found in the Introduction.

3. Finish these statements from the Introduction:
As specified by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) the Standards are:

- 1. Research and evidence based*
- 2. Aligned with college and work expectations*
- 3. Rigorous*
- 4. Internationally benchmarked*

4. What does CCR stand for in the introduction?

College and Career Readiness

5. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical studies are not meant to *replace* content standards in those areas but rather to *supplement* them.

6. Using the "Key Design Considerations" section, complete this statement:

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.

7. 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.

8. What is the distribution of literary and informational passages in Grades 4, 8, and 12 according to the 2009 NAEP Reading Framework? How does this relate to the CCSS?

Literary 50% Informational 50%

The standards demand that a significant amount of reading of informational texts take place in and out of the ELA classroom. Assessments aligned with the Standards should adhere to the NAEP framework.

9. What is the distribution of communicative purposes for Writing in Grades 4, 8, and 12 according to the 2009 NAEP Reading Framework? How does this relate to the CCSS?

Grade 4 To Persuade 30%, To Explain 35 %, To Convey Experience 35%

Grade 8 To Persuade 35%, To Explain 35 %, To Convey Experience 30%

Grade 12 To Persuade 40%, To Explain 40 %, To Convey Experience 20%

10. Read the *What is Not Covered by the Standards* section in the standards section and record both an "Aha!" and a "Hmm" thought that you have below:

Aha!

Hmmmmm

11. Finish the following statements about Students who are College and Career Ready:

They demonstrate *independence*.

They build *strong content knowledge*.

They respond to *varying demands*.

They comprehend *as well as critique*.

They value *evidence*.

They use *technology and visual media strategically and capably*.

They come to *understand other perspectives and cultures*.

12. What are the four strands in the ELA K-12 CCSS?

1. *Reading: Text complexity and the growth of comprehension*

2. *Writing: Text types, responding to reading, and research*

3. *Speaking and Listening: Flexible communication and collaboration*

4. *Language: Conventions, effective use, and vocabulary*

13. According to *How to Read This Document*, what is included in each of the three Appendices in the CCSS?

Appendix A: supplementary material on reading, writing, speaking and listening, and language; a glossary of key terms

Appendix B: Text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample of performance tasks

Appendix C: Annotated samples demonstrating at least adequate performance in student writing at various grade levels

14. Mark the first pages (35, 41, 48, 51, 60, 63) of each 6-12 Standard Strand in the CCSS.

15. What are the four specific categories by which each of the **Reading** strand are organized? One has been filled in for you.

1. *Key Ideas and Details*
2. *Craft and Structure*
3. *Integration of Knowledge and Ideas*
4. *Range of Reading and Level of Text complexity*

16. Compare Reading standard #4 on page 35, 36, and 39. What is the difference? *P. 35 is the general standard and p. 36 is the standard for literary text and p. 39 is the standard for informational.*

17. What is the content of Reading Standard #4 for grade 6 (R.L.6.4)? What is Reading Standard #4 for grades 9-10(R.L.9-10.4)?

Interpret words and phrases in a text.

18. Find standard R.I.6.4 and compare it to R.L.6.4? How are they different? How are they similar?

R.I.6.4 is to Determine the meaning of words in an informational text and R.L.6.4 is determine the meaning of words in a literary text.

Different: R.I.6.4 has technical meaning. R.L.6.4 has tone.

Similar: both about vocabulary in text and figurative and literal meaning

19. What are the three text types covered in each of the Common Core Writing Strands?

Highlight them in one of the grade-cluster sections.

1. *Argument*
2. *Informative/explanatory*
3. *Narrative*

20. Read through the CCSS Anchor Standards for Writing (page 41). List one "Ah ha!" and one "Hmmm?"

Aha!

Hmmmmmm

21. Where is response to literary and informational text found?

Writing standard #9 P. 44 for Grades 6-8

22. Compare the Writing Anchor standards on page 41 to those on page 63.

They are identical.

23. List the two strands covered under the Speaking and Listening standards. (page 49)

1. *Comprehension and Collaboration*
2. *Presentation of Knowledge and Ideas*

24. Find Speaking and Listening Standard #4 (SL.4) within the grade level clusters. Read SL.4 from Grade 6 through Grade 12. Make a note of how the standards build on each other.

Different possible answers

25. List the three strands found under the CCSS Language standards. (page 52)

1. Conventions of Standard English

2. Knowledge of Language

3. Vocabulary Acquisition and Use

26. Read through the CCSS Anchor Standards for Language. List one "Ah ha!" and one "Hmmm?"

Aha!

Hmmmmmm

27. What does the asterisk (*) represent in the Language Progressive Skills, By Grade Charts?
They are skills likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

28. According to the CCSS what are the three factors used when measuring Text Complexity?

1. *Qualitative*

2. *Quantitative*

3. *Reader and Task*

29. In Appendix A, read through The Standards' Grade-Specific Text complexity Demands. (Appendix A, p. 10) Comment on what you see.

30. Using The Model in Action: Sample Annotated Reading Texts, (Appendix p. 15) List 2 Literature selections and two Informational Text selections. Record both an "Aha!" and a "Hmm" thought that you have below:

Aha!

Hmmmmmm

31. Look at page 56 and comment on how this compares to your teaching and/or your school.

32. List two things that you will share with your colleagues about the CCSS when you leave this room!

33. What supports would you like to have in making the transition to the CCSS?

34. Which Web sites should you go to for additional information about CCSS?

<http://www.education.nh.gov/>

<http://www.corestandards.org>

(Both! They both provide valuable information about CCSS and other educational-related questions.)



