**GREEN FLAGS AND RED FLAGS FOR IMPLEMENTATION**

**The Common Core State Standards for ELA/Literacy**

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| **GREEN FLAGS:**  **We’ll KNOW the CCSS for ELA / Literacy are being implemented when…** | **RED FLAGS:**  **We should NOT see the following:** |
| **Building Knowledge by Balancing Informational and Literary Texts** | |
| * Scientific and historical texts are given the same time and weight as literary text. * Informational text in elementary comprise 50% of text used in ELA, science, social studies and the arts; in the middle school, informational text comprise 55%; in high school, informational text comprise at least 70%. * Informational texts are selected to help students deepen their understanding of topics and themes over time. | * Literature is the sole or vast majority of text used in ELA classes. * All or majority of text is narrative in structure. * Texts do not logically develop learning about a specific topic or theme. |
| **Content Area Literacy 6-12** | |
| * All content area teachers explicitly teach reading and writing strategies essential to learning and communicating in their discipline. * Students are asked questions that give them the opportunity to share evidence from text. * Activities strengthen students’ listening skills as well as their speaking skills. * Students write frequently about what they are reading and learning, drawing from evidence in the text. * Reading and writing strategies are presented consistently across all content areas. * Multiple texts, presented in diverse formats, are used to integrate information on a given topic. * Primary sources of information are used widely. | * Teachers present the information in the text rather than expecting students to read for understanding. * Text is used as a reference rather than a source of information. * No connection between the reading and writing assignment. * No instruction is provided in reading or writing strategies appropriate to the content area. * A single text is used for all reading assignments. |
| **Regular Practice with Complex Text** | |
| * All students encounter and are engaged with the same, grade-appropriate, high-quality text. * Appropriate scaffolding is provided to help students understand complex text, based on their individual needs, building toward the goal of independent reading. * Reading strategies are embedded in the activity of reading rather than as a separate body of material. * Students are required to think critically about the text. * Instruction is often centered on multiple close readings in order to develop deep understanding. * Teachers are aware of resources and know how to identify and evaluate the complexity of text in their content areas. * Students read complex texts from a wide variety of text structures (narrative, cause and effect, compare and contrast, etc.) | * Students always receive different levels of text based on their reading ability. * No instruction is provided for reading strategies to approach complex text. * Students are given a summary of the text prior to reading it. * No support is provided for students who read below grade level. * Majority of text uses a single text structure. |
| **Focus on Text-Based, Text-Specific Questions** | |
| * Rich and rigorous conversations are based on text. * Students closely analyze text with evidence to back up their claims and conclusions. * The majority of text-based questions focuses conversations and writing and require students to utilize information from text in their answers. * Questions are of high value – they are worth thinking about and answering. * Questions move beyond what is directly stated and ask students to make nontrivial inferences from evidence in the text. * Background knowledge is used to illuminate the text and not replace it. * Students explore how specific words, details, structure and organization of text impact the meaning of the text as a whole. | * The bulk of questions regarding the text can be answered without reading the text, either because it is not directly related to the text or because students can answer by referencing teacher comments. * Questions are primarily centered on students’ own experience and background. * Students do not have to make connections within the text in order to answer questions. |
| **Focus on Writing Arguments and from Sources** | |
| * Students are required to use more than one source of information in their writing, in addition to writing in response to a single text. * Students engage in multiple short research projects as well as more sustained research. * Students can independently conduct research, without direction from the teacher. * Evidence from text is required in writing assignments and oral discussions. * The majority of writing emphasizes the use of evidence to inform or make an argument: * Elementary: 30% argument / 35% explain or inform / 35% narrative * Middle School: 35% argument / 35% explain or inform / 30% narrative * High School: 40 % argument / 40% explain or inform / 20% narrative * Student writing analyzes and synthesizes sources of information and present their findings that include careful analysis, well-defended claims and clear information. * Students must have read and analyzed a text in order to respond appropriately to a prompt. * There is a consistent and prevalent focus on argument, opinion and informative writing. * Frequent, short, constructed-response to text-dependent questions. * All analytic writing requires the use of evidence as students paraphrase, infer and integrate ideas from text. | * Students write primarily from their own experience or viewpoint. * Students do not use a structured process for conducting research. * No or little instruction is provided in how to support a claim or conclusion. * Writing assignments are not tied to reading. * Writing is not routine and continuous. |
| **Academic Language** | |
| * Focus on words which are prevalent in complex texts across content areas (those words that constitute the vocabulary of a mature reader), as well as content-specific words to make meaning from text. * Instruction is provided on how to use context clues in the text to determine the meaning of words. * Direct instruction / support for understanding words students may not be able to figure out on their own using solely the text. * Varied contexts, different meanings for the same word, are provided for teaching word meaning. * Instruction causes students to think about words – why / how specific words are used, how words change the meaning of text, varied meanings based on context, and word choice. * Instruction is driven by addressing the diverse vocabulary levels of students. * Students are expected to apply appropriate academic vocabulary n writing and in discussions. | * Vocabulary instruction is limited to students copying definitions from dictionaries. * Vocabulary instruction is disconnected from the text under study. * Vocabulary tests simply ask students to match the word with its definition. * Words selected for vocabulary work are not related to the content or text being studied. |

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| **K-2 Foundational Skills** | |
| * Individual student needs are diagnosed and addressed in the areas of concepts of print, phonological awareness, phonics, vocabulary, syntax and fluency. * High-quality activities are provided for students who have demonstrated facility with the standards, such as extension assignments and more independent reading. * There is sufficient instruction and practice for students to achieve accuracy in their reading. * A variety of fluency building activities (e.g. monitored partner reading, choral reading, repeated readings) are used. * Instruction is designed to meet the individual learning needs of students by focusing on the skills that students have been diagnosed as needing to develop. | * No diagnostic assessment information is used to drive instruction for individual or groups of students. * All students receive the same instruction and activities. * Reading activities are primarily focused on “round-robin” reading and worksheets. |

**Resources**

EngageNY (2011) *Common Core Shifts.* Accessed from <http://engageny.org/wp-content/uploads/2011/08/common-core-shifts.pdf>.

Student Achievement Partners (2011) *Overall Shifts for Instruction.* Accessed from <http://www.achievethecore.org/steal-these-tools>.

Coleman, D. and Pimentel, S. (2012) *Publishers Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-5.* Accessed from <http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf>.

Oregon Department of Education (2012) *CCSS Toolkit: ELA and Literacy Teachers.* Accessed from <http://www.ode.state.or.us/search/page/?id=3603>.

Briars, D. (2011) *Tools and Strategies for Considering Instructional Materials for Implementing the CCSS.* Accessed from <http://www.lsri.uic.edu/ccss/ccss_bo_briars.pdf>.

Common Core State Standards Initiative (2010) *Common Core State Standards for English Language Arts and Literacy in History / Social Studies, Science and Technical Subjects.* Accessed from <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>.

Beers, Sue and Howell, Lou (2003) *Reading Strategies for the Content Areas, Volume 1: An ASCD Action Tool.* ASCD.

Beers, Sue (2008) *Adolescent Literacy: An ASCD Action Tool.* ASCD.