Annotated Links to Essential Resources for

Implementing the CCSS for ELA / Literacy

**Understanding the Common Core State Standards**

[Common Core State Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

Published by the National Governor’s Association and the Council of Chief State School Officers in 2010.

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Terms](http://www.corestandards.org/assets/Appendix_A.pdf)

Explanations of key elements of the ELA / Literacy CCSS, focusing on text complexity, reading foundational skills, writing (text types), speaking and listening, language, and vocabulary.

[Appendix B: Text Exemplars and Sample Performance Tasks](http://www.corestandards.org/assets/Appendix_B.pdf)

Exemplars of reading text complexity, quality, and range and sample performance tasks related to core standards.

[Appendix C: Samples of Student Writing](http://www.corestandards.org/assets/Appendix_C.pdf)

Writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

[Applications to Students with Disabilities](http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf)

Document from the CCSS that briefly describes how the standards might be applied to students with disabilities.

[Application of Common Core State Standards for English Language Learners](http://www.corestandards.org/assets/application-for-english-learners.pdf)

Document from the CCSS that briefly describes how the standards might be applied for English language learners.

[National PTA Parent Guides to the Common Core (include math and ELA/Literacy) in English and Spanish](http://www.pta.org/4446.htm)

A separate brochure for each grade level K-8 and for high school clearly and concisely articulates the key elements of the Common Core State Standards.

[Key Points of the Common Core in ELA / Literacy](http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts)

From the Common Core State Standards initiative, this document provides a brief overview of the key points for the four areas of reading, writing, speaking and listening, and language.

**Designing Instruction Using the Common Core**

[Publishers’ Criteria for ELA / Literacy in Grades 3-12](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)

The criteria concentrate on the most significant elements of the Common Core State Standards and lay out their implications for aligning materials with the standards.

[Publishers’ Criteria for ELA / Literacy in Grades K-2](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)

These criteria are designed to guide publishers and curriculum developers as they work to strengthen existing programs and ensure alignment of materials with the Standards to provide a clear and consistent framework.

[Hunt Institute Videos on the Common Core](http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html)

Short videos featuring lead authors of the CCSS for ELA / Literacy (and Mathematics) explaining essential elements and implications for implementation.

[Tri-State Quality Review Rubric and Rating Process](http://engageny.org/resource/tri-state-quality-review-rubric-and-rating-process/)

The Tri-State Collaborative (composed of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve) has developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for Mathematics and ELA/Literacy.

[PARCC Model Content Framework for ELA / Literacy](http://www.parcconline.org/parcc-content-frameworks)

The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. They are designed with the following purposes in mind:

* Supporting implementation of the Common Core State Standards, and
* Informing the development of item specifications and blueprints for the PARCC assessments in grades 3–8 and high school.

[Tulare County Office of Education ELA Resources for the Common Core](http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm)

Multiple resources for ELA / Literacy, including learning progressions and other documents designed to build understanding of the Common Core.

[Videos on the Implementation of the CCSS from the Teaching Channel](https://www.teachingchannel.org/videos?page=1&categories=topics_common-core)

Variety of videos with ideas for teaching lessons connected to the Common Core.

[Information about Rigor in the Classroom: What It Looks Like and How to Implement It](http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/Assessment/Rigor/default.htm)

From the NY DOE, this site includes multiple resources for using Webb’s Depth of Knowledge and Blooms Taxonomy in implementing the CCSS.

[Oregon Department of Education CCSS Toolkit – ELA / Literacy](http://www.ode.state.or.us/search/page/?id=3424)

Process and resource guide to support implementation of the CCSS, especially in understanding the six shifts.

[Hess’ Cognitive Rigor Matrix & Curricular Examples: Applying Webb’s Depth-of-Knowledge Levels to Bloom’s Cognitive Process Dimensions ELA](http://www.nciea.org/publication_PDFs/CRM_ELA_KH11.pdf) and [Additional Information About Rigor from NYC Public Schools](http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/Assessment/Rigor/default.htm)

This tool developed by Karin Hess is now part of the work of the Smarter Balanced Assessment Consortium and provides concrete examples of how to move from lower order to higher order learning/development of tasks, learning experiences, and assessments. (A parallel matrix is available for Math).

**General Resources**

[Achieve the Core/Student Achievement Partners](http://www.achievethecore.org)

Open source articles, tools, PowerPoints and up to date information to support implementation of the CCSS for ELA / Literacy (and Mathematics).

[ASCD Webinar Series](http://www.ascd.org/professional-development/webinars.aspx)

ASCD has formed partnerships with Student Achievement Partners and with the Council of Chief State School Officers to provide support for implementation of the Common Core State Standards.

**New Generation Assessments: PARCC and SBAC**

[Coming Together to Raise Achievement: New Assessments for the Common Core State Standards](http://www.k12center.org/rsc/pdf/Coming_Together_April_2012_Final.PDF)

This guide, developed by the K–12 Center at ETS, contains concise, Consortia-approved summaries of all five current assessment Consortia:

* **Two Comprehensive Assessment Consortia:** the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced);
* **Two Alternate Assessment Consortia:** the Dynamic Learning Maps (DLM) Consortium and the National Center and State Collaborative (NCSC) Consortium; and
* **An English Language Proficiency (ELP) Assessment Consortium:** the Assessment Services Supporting English learners through Technology Systems (ASSETS).

The guide also contains summaries of the Consortia's plans for supporting states and districts as they transition to the Common Core State Standards as well as what schools and districts can do *now* to begin that transition. In addition, there is a list of highly recommended websites concerning the Common Core State Standards and the new assessments.

[New Hardware Purchasing Guidelines for SBAC](http://www.smarterbalanced.org/smarter-balanced-assessments/technology/)

The SBAC has developed a set of hardware specifications needed for these new assessments.

[Technology Guidance for PARCC Assessments](http://www.parcconline.org/technology)

The [Smarter Balanced Assessment Consortium](http://www.smarterbalanced.org/) (Smarter Balanced) and the [Partnership for Assessment of Readiness for College and Careers](http://www.parcconline.org/) (PARCC) issued guidance designed to inform schools and districts as they make annual instructional technology purchases. The guidelines include hardware and operating system specifications covering the vast majority of commercially available computers and tablets.

[Hess’ Cognitive Rigor Matrix & Curricular Examples: Applying Webb’s Depth-of-Knowledge Levels to Bloom’s Cognitive Process Dimensions ELA](http://www.nciea.org/publication_PDFs/CRM_ELA_KH11.pdf) and [Additional Information About Rigor from NYC Public Schools](http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/Assessment/Rigor/default.htm)

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