

GREEN FLAGS AND RED FLAGS FOR IMPLEMENTATION
The Common Core State Standards for ELA/Literacy

GREEN FLAGS: We'll KNOW the CCSS for ELA / Literacy are being implemented when...	RED FLAGS: We should NOT see the following:
Building Knowledge through Content-Rich Informational Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Scientific and historical texts are given the same time and weight as literary text. <input type="checkbox"/> 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%. <input type="checkbox"/> Informational texts are selected to help students deepen their understanding of topics and themes over time. <input type="checkbox"/> All content area teachers explicitly teach reading and writing strategies essential to learning and communicating in their discipline. <input type="checkbox"/> Students are asked questions that give them the opportunity to share evidence from text. <input type="checkbox"/> Activities strengthen students' listening skills as well as their speaking skills. <input type="checkbox"/> Students write frequently about what they are reading and learning in all content areas, drawing from evidence in the text. <input type="checkbox"/> Reading and writing strategies are presented consistently across all content areas. <input type="checkbox"/> Multiple texts, presented in diverse formats, are used to integrate information on a given topic. <input type="checkbox"/> Primary sources of information are used widely. 	<ul style="list-style-type: none"> <input type="checkbox"/> Literature is the sole or vast majority of text used in ELA classes. <input type="checkbox"/> All or majority of text is narrative in structure. <input type="checkbox"/> Texts do not logically develop learning about a specific topic or theme. <input type="checkbox"/> Teachers present the information in the text rather than expecting students to read for understanding. <input type="checkbox"/> Text is used as a reference rather than a source of information. <input type="checkbox"/> No connection between the reading and writing assignment. <input type="checkbox"/> No instruction is provided in reading or writing strategies appropriate to the content area. <input type="checkbox"/> A single text is used for all reading assignments.

What do we need to KEEP DOING?	What do we need to STOP DOING?

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Reading and Writing Grounded in Evidence from Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Rich and rigorous conversations are based on text. <input type="checkbox"/> Students closely analyze text with evidence to back up their claims and conclusions. <input type="checkbox"/> The majority of text-based questions focuses conversations and writing and requires students to utilize information from text in their answers. <input type="checkbox"/> Questions are of high value – they are worth thinking about and answering. <input type="checkbox"/> Questions move beyond what is directly stated and ask students to make nontrivial inferences from evidence in the text. <input type="checkbox"/> Background knowledge is used to illuminate the text and not replace it. <input type="checkbox"/> Students explore how specific words, details, and the structure and organization of text impact the meaning of the text as a whole. <input type="checkbox"/> Students are required to use more than one source of information in their writing, in addition to writing in response to a single text. <input type="checkbox"/> Students engage in multiple short research projects as well as more sustained research. <input type="checkbox"/> Students can independently conduct research, without direction from the teacher. <input type="checkbox"/> Evidence from text is required in writing assignments and oral discussions. <input type="checkbox"/> The majority of writing emphasizes the use of evidence to inform or make an argument: <ul style="list-style-type: none"> - 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 <input type="checkbox"/> Student writing analyzes and synthesizes sources of information and present their findings that include careful analysis, well-defended claims and clear information. <input type="checkbox"/> Students must have read and analyzed a text in order to respond appropriately to a prompt. <input type="checkbox"/> There is a consistent and prevalent focus on argument, opinion and informative writing. <input type="checkbox"/> Frequent, short, constructed-response to text-dependent questions. <input type="checkbox"/> All analytic writing requires the use of evidence as students paraphrase, infer and integrate ideas from text. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Questions are primarily centered on students' own experience and background. <input type="checkbox"/> Students do not have to make connections within the text in order to answer questions. <input type="checkbox"/> Students write primarily from their own experience or viewpoint. <input type="checkbox"/> Students do not use a structured process for conducting research. <input type="checkbox"/> No or little instruction is provided in how to support a claim or conclusion. <input type="checkbox"/> Writing assignments are not tied to reading. <input type="checkbox"/> Writing is not routine and continuous.

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Regular Practice with Complex Text and Academic Vocabulary	
<ul style="list-style-type: none"> <input type="checkbox"/> All students encounter and are engaged with the same, grade-appropriate, high-quality text. <input type="checkbox"/> Appropriate scaffolding is provided to help students understand complex text, based on their individual needs, building toward the goal of independent reading. <input type="checkbox"/> Reading strategies are embedded in the activity of reading rather than as a separate body of material. <input type="checkbox"/> Students are required to think critically about the text. <input type="checkbox"/> Instruction is often centered on multiple close readings in order to develop deep understanding. <input type="checkbox"/> Teachers are aware of resources and know how to identify and evaluate the complexity of text in their content areas. <input type="checkbox"/> Students read complex texts from a wide variety of text structures (narrative, cause and effect, compare and contrast, etc.) <p>ACADEMIC VOCABULARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Instruction is provided on how to use context clues in the text to determine the meaning of words. <input type="checkbox"/> Direct instruction / support for understanding words students may not be able to figure out on their own using solely the text. <input type="checkbox"/> Varied contexts, different meanings for the same word, are provided for teaching word meaning. <input type="checkbox"/> 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. <input type="checkbox"/> Instruction is driven by addressing the diverse vocabulary levels of students. <input type="checkbox"/> Students are expected to apply appropriate academic vocabulary in writing and in discussions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students always receive different levels of text based on their reading ability. <input type="checkbox"/> No instruction is provided for reading strategies to approach complex text. <input type="checkbox"/> Students are given a summary of the text prior to reading it. <input type="checkbox"/> No support is provided for students who read below grade level. <input type="checkbox"/> Majority of text uses a single text structure. <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary instruction is limited to students copying definitions from dictionaries. <input type="checkbox"/> Vocabulary instruction is disconnected from the text under study. <input type="checkbox"/> Vocabulary tests simply ask students to match the word with its definition. <input type="checkbox"/> Words selected for vocabulary work are not related to the content or text being studied.

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K-2 Foundational Skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Individual student needs are diagnosed and addressed in the areas of concepts of print, phonological awareness, phonics, vocabulary, syntax and fluency. <input type="checkbox"/> High-quality activities are provided for students who have demonstrated facility with the standards, such as extension assignments and more independent reading. <input type="checkbox"/> There is sufficient instruction and practice for students to achieve accuracy in their reading. <input type="checkbox"/> A variety of fluency building activities (e.g. monitored partner reading, choral reading, repeated readings) are used. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> No diagnostic assessment information is used to drive instruction for individual or groups of students. <input type="checkbox"/> All students receive the same instruction and activities. <input type="checkbox"/> 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.