



**ENGLISH LANGUAGE ARTS  
COMMON CORE STATE STANDARDS  
GRADE LEVEL/COURSE LEVEL EXPECTATIONS  
CROSSWALK K-2**

Jan/Feb 2011

Missouri Department of Elementary  
and Secondary Education

# Objectives

- Review the CCSS document
- Highlight what's new in the Common Core State Standards
- Explain the Crosswalk alignment process of CCSS to the GLEs/CLEs
- Experience the alignment process



# Introduction

# The Common Core State Standards (CCSS)



# Introduction

# English Language Arts (ELA)

## Introduction

# College and Career Readiness Standard (CCR)

# Introduction

The CCSS for ELA translate CCR standards into age- and attainment-appropriate terms.

# ELA Strands

1. Reading Literature and Information (K-1 2)
2. Reading Foundational Skills (K-5)
3. Writing (K-1 2)
4. Speaking and Listening (K-1 2)
5. Language (K-1 2)

# Content Literacy Standards

## Reading and Writing Literacy in

- History/Social Studies (6-12)
- Science (6-12)
- Technical Subjects (6-12)

# Reading: Text Complexity Rationale

“One of the **key requirements** of the Common Core State Standards for Reading is that **all students must be able to comprehend texts of steadily increasing complexity** as they progress through school.”

(CCSS Appendix A, p.2 )

## Reading: Text Complexity Rationale

**“...while reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K-12 texts have actually declined in sophistication...”**

(CCSS Appendix A, p.2 )

## Reading: Text Complexity Rationale

**“...a pedagogy focused only on ‘higher order’ or ‘critical thinking’ was insufficient to ensure that students were ready for college and careers: what students could read, in terms of complexity, was at least as important as what they could do with what they read.”** (CCSS Appendix A, p.2 )

# Reading: Text Complexity Rationale

Elementary and secondary **students** are **not required to read** enough **informational text independently** even though **expository text** makes up the **vast majority of the required reading in college and the workplace.**

(CCSS Appendix A, p.2)

# NAEP Framework 2009-2011

## Informational Passages by Grade 2009

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

## Communicative Purposes by Grade 2011

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress*, pre-publication edition. Iowa City, IA: ACT, Inc.

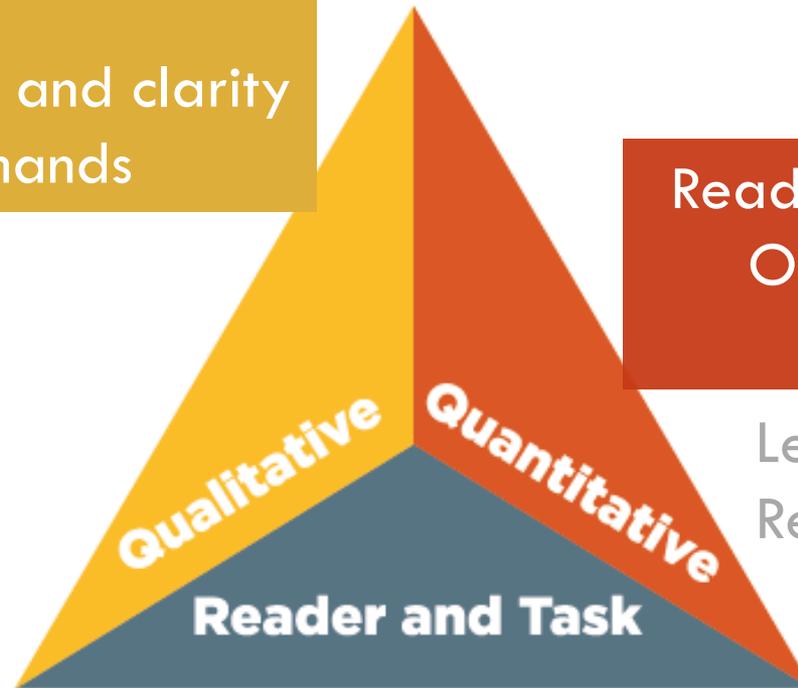
(CCSS Introduction, p. 5)

# Reading: Text Complexity

Appendix A, p. 5-7)

Levels of meaning  
Structure  
Language conventions and clarity  
Knowledge demands

Appendix A, p.6



Readability measures  
Other scores of  
complexity

Lexiles, Accelerated  
Reader, Coh-Matrix

Variations: motivation, knowledge, experience  
Variables: purpose/complexity of task; questions posed

Appendix A, p. 10-12

## Range of Reading and Level of Text Complexity in Kindergarten:

“Actively engage in group reading activities with purpose and understanding.”

(CCSS)

## Range of Reading and Level of Text Complexity in Grade 1:

“With prompting and support, read prose and poetry (informational text) appropriately complex for grade 1.”  
(CCSS)

## Range of Reading and Level of Text Complexity in Grade 2:

“By the end of the year, read and comprehend literature, including stories and poetry (informational text, including history/social studies, science, and technical texts) in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.” (CCSS)

# Reading: Foundational Skills

- Print Concepts K-1
- Phonological Awareness K-1
- Phonics and Word Recognition K-5
- Fluency K-5

# Foundational Skills

Foster understanding and knowledge of

- Concepts of print
- The alphabetic principle
- Basic conventions of the writing system.

# Foundational Skills

Foundational skills are **NOT an end in and of themselves**; rather, they are necessary and important **components of an effective, comprehensive reading program** designed to develop proficient readers with the capacity to comprehend text across a range of types and disciplines. (CCSS K-5, p.2 )

## Foundational Skills: Differentiated

**...good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and NOT what they already know – to discern when particular children warrant more or less attention.”** (CCSS K-5, p.2 )

# Writing: Process and Content

**“The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish are applicable to many types of writing, other skills are more properly defined in terms of specific writing types:**

**arguments, informative/explanatory texts, and narratives.”** (CCSS Introduction, p. 8)

# Writing: Process and Content

**All three of the text types of writing have their beginnings in kindergarten and increase in sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. (CCSS, K-5, p. 19)**

# Writing: Process and Content

“While all three text types are important, the **Standards put particular emphasis on the students’ ability to write sound ARGUMENTS on substantive topics** and issues, as this ability is critical to college and career readiness.”

(CCSS Appendix A, p. 24)

# Writing: Anchors

- Represent proficiency
- Set the logistics of the writing
- Include multiple genre samples
- Annotate student performance

(CCSS Appendix C)



my <sup>boy,</sup> friend is do you want to be my friend  
 the man as the has if you will  
 be my FRIEND the has said No. the  
 man is a FRIEND the man as the  
 with man if you will be my FRIEND  
 the with man said Yes they  
 did a hole in the gate my  
 friend is the has

## Frogs

To day before we had  
with grass Mrs John  
red as a strorry a  
baout frogs we had  
to rict a baout frogs.  
We haf a tadpol in  
the Sciens Sentr.  
It has 2 beac  
1

ligs and wen it  
has 2 front ligs  
its tal disupis  
and it can not ept  
wen its maot is  
Chejn. Then the  
Sckn gets to little  
and the frogs pol  
off thru sckn an  
2

then ept it. Saum  
of the frogs bloo  
beabools. Frogs had  
eggs that look like  
jete and the fish ept  
some but some  
hach to tadpoos.  
It gros bigr and  
bigr and bigr.

3

Aug 30, 2002  
I went to DISCOUNT WE WEARS

from the desert.

I had a fun vacation.

at DISCOUNT WE WEARS lot of kids.

~~I went to my house.~~

~~Aug 30, 2002~~

I went on the water home

I went on for water

I went on a meere go rowing

I went in a hole

I went my house.

# Listening and Speaking

- Targets student collaboration
- Includes evaluation skills (self and peer)
- Focuses on presentation of ideas
- Specifies use of technology/media

# Language: Range and Content

Language strand must be considered inseparable from reading, writing, speaking, and listening.

1. Conventions of Standard English
2. Knowledge of Language
3. Vocabulary Acquisition and Use

# Language: Conventions

...language is at least as much a matter of craft as of rule...

# Language: Conventions

1. CCSS returns to certain important language topics in **higher grades at greater levels of sophistication.**
2. Strands identify with an **asterisk (\*)** certain **basic skills and understandings** at lower grades but that are likely **in need of being retaught or relearned in subsequent grades.**

# Language: Knowledge

Focuses on

- Language function in different contexts
- Rhetorical effect



# Language: Vocabulary Tiers

**Isabell Beck**

**Margaret McKeown**

**Linda Kucan**

# Three Tiers of Words

Researchers outlined a model for

1. Conceptualizing categories of words
2. Understanding the instructional and learning challenges that words in each category present

(CCSS Appendix A, p 33)

# Tier One Words

1. Words of **everyday speech** usually **learned in the early grades**, albeit not at the same rate by all children.
2. **Not considered a challenge to the average native speaker**
3. English Language Learners of any age will have to carefully attend to them.

# Tier Two Words

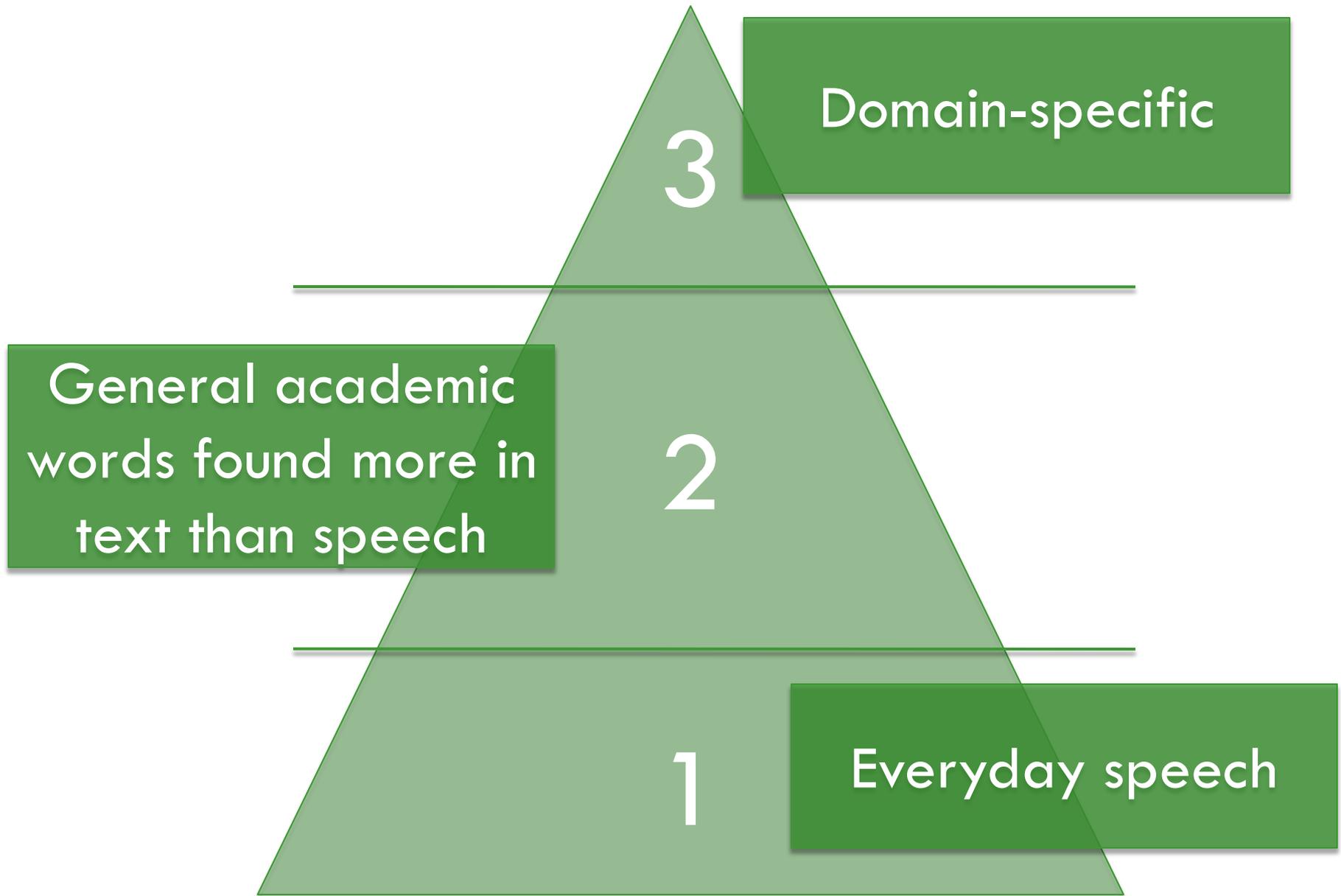
***Are general academic* words far more likely to appear in written texts than in speech.**

1. Often represent subtle or precise ways to say relatively simple things – *saunter* instead of *walk*.
2. Are found across many types of texts
3. Are highly generalizable.

# Tier Three Words

Referred to as *domain-specific* words that are

1. Specific to a domain or field of study (*lava, carburetor, aorta*)
2. Key to understanding a new concept
3. Considered to be more difficult to understand
4. Frequently scaffolded by teachers and/or explained by authors.



## Tier Examples

Volcanoes are **formed** when magma pushes its way up through the crack in Earth's **crust**. This is called a **volcanic eruption**. When magma **pours forth** on the **surface**, it is called **lava**.

(CCSS Appendix A, p. 34)



# CROSSWALK Unwrapped

Strand/Grade Level

GLE/CLE Alignment Code(s)

Reading Standards for Literature – Grade 6

CCR Anchor Standards	Grade-Specific Standard	Missouri v2.0 GLE Alignment	Explanation
Key Ideas and Details			
1.	<p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>R1H.6.a-c, f-i</b> Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> <li>a. <u>answer</u> basic comprehension questions</li> <li>b. <u>identify</u> and explain the relationship between the main idea and supporting details</li> <li>c. <u>make</u> predictions</li> <li>f. <u>draw</u> conclusions</li> <li>g. <u>analyze</u></li> <li>h. <u>paraphrase</u></li> <li>i. <u>summarize</u></li> </ul> <p><b>R2C.6.a-i</b> Use details from text to</p> <ul style="list-style-type: none"> <li>a. <u>demonstrate</u> comprehension skills previously introduced</li> <li>b. <u>identify</u> plot, including problem/conflict, climax, and resolution</li> <li>c. <u>analyze</u> the influence on setting on characters and plot</li> <li>d. <u>explain</u> cause and effect</li> <li>e. <u>identify</u> point of view</li> <li>f. <u>identify</u> author's viewpoint/perspective</li> <li>g. <u>identify</u> the problem-solving processes of characters</li> <li>h. <u>explain</u> the effectiveness of solutions</li> <li>i. <u>make</u> inferences</li> </ul>	<p><b>R1H.6.a-c, f-i / R2C.6.a-i</b> Aligns to multiple GLEs</p>

CCR Code

Explanation –  
Direct alignment  
Partial alignment  
No alignment

College and Career Standard (CCR)

# Alignment Format

Aligns to multiple GLEs/CLEs

Grade of Reading and Level of Text Complexity			
	<p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>R1D.6.a-b</b> b. read grade-level instructional text c. with fluency, accuracy and expression d. adjusting reading rate to difficulty and type of text</p> <p><b>R1H.6.a</b> Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions</p>	<p><b>R1D.6.a-b/R1H.6.a</b> Aligns to multiple GLEs</p> <p><b>No alignment</b></p>
	<p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>No alignment</p>	<p>No alignment</p> <p><b>Direct alignment</b></p>
<p><b>Language and Structure</b></p>	<p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>R1E.6.a-c</b> Develop vocabulary through text, using a. roots and affixes b. Context clues c. glossary, dictionary and thesaurus</p> <p><b>R3B.6.a-d</b> Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced</p> <p><b>[R3C.8.j]</b> Use details from text to j. analyze word choice and connotation]</p>	<p><b>R1E.6.a-c</b> Direct alignment</p> <p><b>Partial alignment</b></p> <p><b>R3B.6.a-d</b> Partial alignment (The CCR Anchor Standard does not specify the types of figurative language used to determine meaning in non-fiction text. )</p> <p><b>No alignment</b></p> <p><b>[R3C.8.j]</b> No alignment (The GLE first appears in grade 8.)</p>

# Participant Activity: You try it!

GRADE	Common Core State Standard	GLE/CLE Alignment	Explanation
Grade 6	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	R1H.6.b Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationship between the main idea and supporting details  R1H.6.I Apply post-reading skills to demonstrate comprehension of text: I. summarize	R1H.6.b/R1H.6.I Aligns to multiple GLEs
Grade 7	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Grade 8	L.8.4.a-d Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		

# Crosswalk – Alignment Analysis

English Language Arts Common Core State Standards/v2.0 GLE Alignment Analysis			
Grades 6-8 Standards	Grade 6 CCSS Standards/v2.0 GLE Alignment	Grade 7 CCSS Standards/v2.0 GLE Alignment	Grade 8 CCSS Standards/v2.0 GLE Alignment
<b>Reading Standards for Literature Gr. 6-8</b>	<b>Key Ideas and Details</b> R1H.6.a-c, F-I, R2C.6.a-l <b>Craft and Structure</b> R1E.6.a-c, R2B.6.a-d, R2A.6.b, R2C.6.b-c <b>Integration of Knowledge and Ideas</b> R1I.6.c, ICTL4A.6, R1I.6.a <b>Range of Reading and Level of Text Complexity</b> R1D.6.a-b, R1H.6.a	<b>Key Ideas and Details</b> R1H.7.a-c, F-I, R2C.7.a-h <b>Craft and Structure</b> R1E.7.a-c, R2B.7.a-d, R2C.7.b, R2C.7.d <b>Integration of Knowledge and Ideas</b> R1I.7.c, ICTL4A.7 <b>Range of Reading and Level of Text Complexity</b> R1D.7.a-b, R1H.7.a	<b>Key Ideas and Details</b> R1H.8.a-c, F-I, R2C.8.a-l <b>Craft and Structure</b> R1E.8.a-c, R1I.a, R2A.8.b <b>Integration of Knowledge and Ideas</b> R1I.8.c, ICTL4A.8 <b>Range of Reading and Level of Text Complexity</b> R1D.8.a-b, R1H.8.a
<b>Reading Standards for Informational Gr. 6-8</b>	<b>Key Ideas and Details</b> R1H.6.a-c, F-I, R3C.6.a-l <b>Craft and Structure</b> R1E.6.a-c, R1E.6.a-c, R3B.6.a-d, R3A.6.a-b, R3C.6.a.j <b>Integration of Knowledge and Ideas</b> ICTL4A.6.a, R3C.6.e, ICTL4C.6.a, R1I.6.a, R3C.6.g <b>Range of Reading and Level of Text Complexity</b> R1D.6.a-b, R1H.6.a	<b>Key Ideas and Details</b> R1H.7.a-c, F-I, R3C.7.a-l <b>Craft and Structure</b> R1E.7.a-c, R3B.7.a-d, R3A.8, R3C.7.a, R3C.7.i <b>Integration of Knowledge and Ideas</b> R1I.7.a, ICTL4A.7, R3C.7.e, ICTL4C.7.a, R3C.7.g,i <b>Range of Reading and Level of Text Complexity</b> R1D.7.a-b, R1H.7.a	<b>Key Ideas and Details</b> R1H.8.a-c, F-I, R3c.8.a-l <b>Craft and Structure</b> R1E.8.a-c, R3B.8.a-e, R3C.8.j, R3A.8, R3C.8.k, R3C.8.a, R3C.8.f, R3C.8.g <b>Integration of Knowledge and Ideas</b> R3C.8.i, ICTL4C.7.a, R1I.8.a, R3C.8.a-d <b>Range of Reading and Level of Text Complexity</b> R1D.8.a-b, R1H.8.a
<b>Foundational Skills K-5</b>	<b>Print Concepts</b> Not applicable after grade 1 <b>Phonological Awareness</b> Not applicable after grade 1 <b>Phonics and Word Recognition</b>	<b>Print Concepts</b> Not applicable after grade 1 <b>Phonological Awareness</b> Not applicable after grade 1 <b>Phonics and Word Recognition</b>	<b>Print Concepts</b> Not applicable after grade 1 <b>Phonological Awareness</b> Not applicable after grade 1 <b>Phonics and Word Recognition</b>
	<b>Fluency</b>	<b>Fluency</b>	<b>Fluency</b>
<b>Writing Standards Gr. 3-8</b>	<b>Text Types and Purposes</b> W3A.6.a, W2A.6.a-b, W2C.6.a-b, W2B.6.a-b, W2B.6.a, W2D.6.a-b, W2A.6.a-b <b>Production and Distribution of Writing</b> W2A.6.a-b, W1A.6.a-e, ICTL1B.6, ICTL5C.6.b-c, W1A.6.a-e <b>Research to Build and Present Knowledge</b>	<b>Text Types and Purposes</b> W3A.7.a, W2B.7.a-b, W2C.7.a-b, ICTL1.7.d, W2C.7.e, W2A.7.a-b, W2D.7.a-b <b>Production and Distribution of Writing</b> W2A.7.a-c, W1A.7.a-e, ICTL1B.7, ICTL5C.7.a-b, W1A.a-e <b>Research to Build and Present Knowledge</b>	<b>Text Types and Purposes</b> W3A.8.a, W2B.8.a-b, W2A.8.b, W2C.8.a-b, ICTL1.8.d, W2C.8.e, W2A.8.a-b, W2D.8.a-b <b>Production and Distribution of Writing</b> W2A.8.a-b, W1A.8.a-e, ICTL1B.8, ICTL5C.8.a-b, W1A.8.a-e <b>Research to Build and Present Knowledge</b>

# Objectives

- Review the CCSS document
- Highlight what's new in the Common Core State Standards
- Explain the Crosswalk alignment process of CCSS to the GLEs/CLEs
- Experience the alignment process

# Questions/Answers

Name

District

Email address

Phone number

Question

# Contact

573-751-4898

Diane Audsley –

DESE Communication Arts Consultant

[diane.audsley@dese.mo.gov](mailto:diane.audsley@dese.mo.gov)