FROM THE COLLEGE AND CAREER READY STANDARDS
TO TEACHING AND LEARNING IN THE CLASSROOM:
A SERIES OF RESOURCES FOR TEACHERS

WHAT'S LEARNED FIRST, WHAT'S LEARNED TOGETHER?

DEVELOPING A YEARLONG PLAN FROM THE K-12 COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

AUTHORS:

NICOLE MANCEVICE, MARITZA LOZANO, BARBARA JONES,
GLORY TOBIASON, MARGARET HERITAGE, SANDY CHANG, AND JOAN HERMAN

National Center for Research on Evaluation, Standards, and Student Testing
University of California, Los Angeles
Graduate School of Education & Information Studies

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INTRODUCTION

This resource is part of a series produced by the Center for Standards and Assessment Implementation (CSAI) to assist teachers and those who support teachers to plan teaching and learning from College and Career Ready Standards (CCRS) for **all** students, including students with disabilities, English learners, academically at-risk students, students living in extreme poverty, and gifted/talented students. The series of resources addresses key shifts in learning and teaching represented in the CCRS. Although the processes described in this resource use the Common Core State Standards (CCSS; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) as an example of CCRS, this resource is applicable to all states' CCRS. The content of this resource is drawn from leading theory and research about learning and formative assessment and from an examination of the CCSS. A section on background reading is included at the end.

This resource addresses two essential steps in the process of planning English language arts instruction from CCRS:

> (1) Organizing the standards into a CCRS Gazette template as a means to gain deep understanding of the English language arts and literacy expectations within strands of standards, as well as the connections between and among the strands; and
>
> (2) Creating a yearlong map of standards in preparation for instructional planning.

Teachers may ask, "Why do I need to re-arrange and re-organize my grade-level standards? They are already arranged and organized in the ELA and Literacy CCSS document." It is important to recognize that standards are organized according to strand: reading, writing, speaking and listening, and language. The authors of the ELA and Literacy CCSS (2010) note that although the arrangement of the standards is "for conceptual clarity, the processes of communication are closely connected" (p. 4) and "the Standards define what all students are expected to know and be able to do, not how teachers should teach" (p. 6). For these reasons, teachers need the opportunity to carefully study how the standards are structured to support English language arts and content-area learning and to arrange them into a yearlong plan that makes instructional sense for their students.[1]

This resource, *What's Learned First, What's Learned Together?*, guides teachers to study the CCRS with the goal of creating a yearlong sequence of instruction. As noted above, the CCRS describe what students should learn, but not how teachers should prioritize, order, and structure this learning. As teachers work to complete the three templates in this resource, they identify important relationships between standards, determine how to prioritize standards, and organize the standards as a meaningful progression of learning expectations. With a yearlong plan that represents a progression of learning expectations, teachers will be well prepared to structure classroom instruction and assessment to meet their students' learning needs. The authors drew on their understanding of theory and research in a variety of areas to create these tools and processes.

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[1] Two complementary CSAI resources, *Building Blocks, Learning Goals, and Success Criteria: Planning Instruction and Formative Assessment for K-12 English Language Arts and Literacy Standards*, and *Supporting Students in Close Reading*, illustrate how to use standards to plan instruction and formative assessment to support student learning.

GETTING THE LAY OF THE LAND

When teachers review a new set of grade-level English language arts CCRS, they may find it valuable to consider:

  (1) how the grade-level standards operate as a cumulative progression of knowledge and skills;

  (2) the role of text complexity in different instructional purposes for selecting texts;

  (3) connections between standards within and across strands and across content areas.

This analysis helps teachers "get the lay of the land," which is an essential part of the process of developing a yearlong roadmap in preparation for instructional planning.

CUMULATIVE PROGRESSION OF KNOWLEDGE AND SKILLS: AN EXAMPLE FROM ELA AND LITERACY CCSS

The ELA and Literacy CCSS have a uniform organization across grades K-12.[2] Despite the consistency with which the ELA and Literacy standards are organized, there is a level of depth and scope of learning described that may be overlooked if not studied carefully. Teachers need to consider how learning expectations within grade-specific standards build towards the CCR Anchor Standards, as well as how these expectations relate to the texts that students will read and write in any given grade level. As students progress through the grades, the standards present different expectations related to text complexity, the proportion of literature and informational texts, and the distribution of purposes for writing.[3]

As an example, consider the following two grade-specific standards for the same CCR Anchor Standard for Reading (Standard 2 from "Reading Standards for Literature K-5").

CCR Anchor Standards for Reading	Grade 3: Literature	Grade 4: Literature
Key ideas and Details		
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Both the third- and fourth-grade iterations of this standard involve an expectation that students can remember elements of a story, as well as extract the main message or theme of that story. In this example, a fourth-grade teacher would need to note the difference between *recounting* and *summarizing* a story. While *recounting* might involve listing non-essential story details, *summarizing* involves synthesizing information from across the text to distill the essential story elements.

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[2] This uniform structure is augmented differently for grades K-5 and 6-12. For a primer on the CCSS hierarchical terminology and organizational structure, see the CSAI Resource, *Getting a Handle on the Standards*.

[3] For more information about the distribution of text type and purposes for writing, see the Introduction to the ELA and Literacy CCSS.

TEXT COMPLEXITY

One of the major emphases of the ELA and Literacy CCSS is a focus on the relationship between text complexity and reading comprehension.[4] When creating a yearlong plan, teachers may find it informative to understand these "intertwined issues of what and how students read" (CCSS, Appendix A, p. 4).[5] Although students may be practicing seemingly similar skills as they advance through the grades (e.g., determining the main idea of a text), their comprehension skills need to become increasingly sophisticated as the text becomes increasingly complex.

Building on the reading example (RL.3.2 and RL.4.2), a fourth-grade teacher would recognize that extracting the theme of a story or poem might be a more challenging task than determining the lesson of a fable or folktale. Fables and folktales often have an explicit lesson. The themes of stories or poems may not be as easily identified, and in fact, there may be multiple themes present. In the case of poetry, structure, form, and figurative language may add an additional layer of complexity. While this example involves differences between related text genres, teachers will also need to determine how the level of challenge within one genre will differ in relation to various factors (e.g., complexity of ideas, text and sentence and discourse structure).[6]

CONNECTIONS WITHIN STRANDS

The ELA and Literacy CCSS are organized into four strands: reading, writing, speaking and listening, and language. Teachers will need to consider the relationships between the knowledge and skills outlined within each strand. To make these connections, teachers may find it helpful to consider the descriptive headings (e.g., "Key Ideas and Details") that organize the standards (Valencia & Wixson, 2013).[7] For example, within the Reading strand, there appears to be a direct connection between the following two third-grade standards ("Reading Standards for Literature K-5").

Grade 3 Literature
Key ideas and Details
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Integration of Knowledge and Ideas
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

In order for third-grade students to compare and contrast themes in stories by the same author (RL.3.9), they will need to determine the central message in each story and explain this message using information from the text (RL.3.2). A teacher might decide to address these standards over a related series of lessons, because standard RL.3.9 builds on knowledge identified in RL.3.2.[8]

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[4] This emphasis is directly reflected in the CCR Anchor Standard for Reading 10, as well as in the text exemplar excerpts features in Appendix A.

[5] For more information about text complexity and text selection, see the CSAI Resource, *Supporting Students in Close Reading*.

[6] The CSAI resource, *Supporting Students in Close Reading*, provides guidance for determining the level of text challenge.

[7] In the case of the reading strand, P. David Pearson (in press; 2014) points out how three of the four headings ("Key Ideas and Details," "Craft and Structure," and "Integration of Knowledge and Ideas") align with a model of reading comprehension.

[8] For more information, see the CSAI resource, *Building Blocks, Learning Goals, and Success Criteria: Planning Instruction and Formative Assessment for K-12 English Language Arts and Literacy Standards*.

CONNECTIONS ACROSS STRANDS

Some standards also address complementary learning expectations across the reading, writing, speaking and listening, and language strands. Teachers make connections across these four strands to coordinate a coherent and comprehensive plan for English language arts and literacy instruction. Some of these connections are highlighted in the ELA and Literacy CCSS document. For example, the following seventh-grade writing standard ("Writing Standards 6-12") makes a direct link to standards in the reading strand.

Grade 7: Writing
Research to Build and Present Knowledge
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (b) Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support he claims").

Because some potential connections among standards are implicit rather than explicit, teachers use their professional judgment to make these connections. For example, the following third-grade reading standard ("Reading Standards for Informational Text in K-5") and writing standard ("Writing Standards K-5") address related skills and knowledge.

Grade 3	
Reading Standards for Informational Text K-5	***Writing Standards K-5***
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (b) Provide reasons that support the opinion. (c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (d) Provide a concluding statement or section.

In this pairing, there is a strong link between RI.3.8 and W.3.1c. Both standards address the relationship between language function and how an author organizes ideas. A teacher might plan a series of lessons related to these standards so that students have opportunities to describe the organizing logic between specific segments of text, as well as to practice using words and phrases that connect ideas in their own writing.

CONNECTIONS ACROSS CONTENT AREAS

In addition to making connections within and across the four strands, teachers will need to consider how the standards support content-area learning and English Language Development (ELD).

The ELA and Literacy CCSS are structured differently for grades K-5 and grades 6-12. In grades K-5, the standards represent expectations that a teacher may want to integrate throughout the instructional day and school year. For example, a third-grade teacher may decide to address many of the third-grade informational text reading standards in science and social studies/history instruction:

> *"By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades."* (CCSS, p. 10)

Grades 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects delineate reading and writing expectations within those disciplines. While this resource presents a planning process primarily for English language arts teachers, including those who teach special education, and ELD, the process can also be used to assist content area teachers in integrating these standards in a way that supplements their respective subject matter standards.

COOPERATION, COLLEAGUES, AND OUTSIDE RESOURCES

> *Standards provide a common set of stated reference points for teacher use, and acquire meaning through use over time. This is because standards, written as verbal descriptors, require interpretation and application within a community of practice (Klenowski & Wyatt- Smith, 2014, p. 77).*

Teachers are **strongly encouraged** to work with their grade-level peers and/or other content experts when using the tools in this resource. The process of analyzing and arranging standards will be more meaningful when done in collaboration with colleagues. With a diversity of expertise at the table, teachers will be able to talk through various conceptual questions that may arise. For example, in grades K-5, general education teachers will want to collaborate with special education and ELD specialists and teachers.

For grades 6-12, it is crucial that special education, ELD, science, and social studies/history teachers are part of a school wide planning process to implement the ELA and Literacy CCSS. The content and scope of these standards "insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school" (CCSS, p. 4). For example, as students progress through the grades, the standards expect that they will read increasing amounts of informational texts. Much of the informational texts that students will read will be in science, social studies/history, and technical subjects. The grades 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects do not replace the content standards for these subjects. Instead, they identify core literacy skills that enable and enhance student learning in those disciplines.

Additionally, throughout the process described in this resource, teachers are encouraged to reference any of the following resources they find helpful (these are described in more detail in the "Additional Resources" section):

- Digital Chalkboard
  https://www.mydigitalchalkboard.org

- Model Content Frameworks for ELA/Literacy: Partnership for Assessment of Readiness for College and Career (PARCC)
  http://www.parcconline.org/mcf/ela/parcc-model-content-frameworks-browser

- English Language Arts Curricular Modules from the New York Department of Education
  https://www.engageny.org/english-language-arts

- Understanding Language: Language, Literacy, and Learning in the Content Areas
  http://ell.stanford.edu/teaching_resources/ela

- ReadWriteThink
  http://www.readwritethink.org

- Reading Rockets: Teaching Reading
  http://www.readingrockets.org/teaching/commoncore

EXISTING SCOPE AND SEQUENCE GUIDES

Many districts provide their teachers with scope and sequence guides for the standards. Even if this is the case, it is recommended that teachers engage in the processes outlined below so that they understand why the district has chosen to organize the standards for instruction in the particular arrangement. Doing so will help teachers understand the standards, and assist them with instructional planning in terms of making connections between and among the standards as appropriate.

As a result of the process described in this resource, teachers may also decide to make some changes in the arrangement, because they think it will be advantageous to their particular group of students in their particular context. The degree to which teachers are able to do this will, of course, depend on the flexibility the district provides teachers to make adjustments to district plans.

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OVERVIEW: ARRANGING THE STANDARDS INTO A YEARLONG PLAN

The following three templates are designed to help teachers to arrange the grade-level standards into a yearlong plan for instruction: Making Connections, CCRS Gazette, and Yearlong Plan. This section provides step-by-step guidance for completing each of these templates.

1

Making Connections

The purpose of this first Making Connections template is to help teachers see how discrete learning standards represent related and interdependent language and literacy skills. There are four steps that guide teachers to study the standards as learning progressions and to identify connections between the standards.

2

CCRS Gazette

Next, the Making Connections template helps teachers to complete the CCRS Gazette. The purpose of the CCRS Gazette is to guide teachers' analysis of the standards as a collection of grade-level expectations. There are two steps that guide teachers to distinguish the new work of their grade level from the recurrent, but increasingly complex, expectations

3

Yearlong Plan

Finally, teachers use the CCRS Gazette to complete the Yearlong Plan. The purpose is to organize the new and recurring work of the grade-level into a thoughtful sequence of learning for the year. There are guiding questions to help teachers create the yearlong plan.

In addition to descriptions of each step, this resource includes examples and illustrations to support teachers as they move through the process. There are sample completed third-grade and seventh-grade CCRS Gazette templates on pages 17-20 and 26-28. While grade 3 is included as an example, the process below is applicable to all grades.

1 ## HOW TO COMPLETE THE MAKING CONNECTIONS TEMPLATE

The first stage of creating a yearlong plan from the K-12 CCRS for ELA and Literacy is to complete the Making Connections template. The template helps guide teachers to see how discrete learning standards represent related and interdependent language and literacy skills. The four steps outlined below ask teachers to determine the instructional emphases that are unique to their grade level standards, and how these end-of-year expectations fit within an integrated model of literacy.

Getting to Know Grade-Specific Standards

Materials needed:

✓ College and Career Readiness (CCR) Anchor Standards[9]

✓ Grade-level standards

Teachers read the CCR Anchor Standards and the corresponding grade-specific standard for the grade level that they teach. It is helpful to read the anchor and grade-specific standards together because the "former provid[es] broad standards, the latter provid[es] additional specificity—that together define the skills and understandings that all students must demonstrate" (CCSS, p. 35). The grade-specific standards allow teachers to understand how the grade that they teach is part of a student's K-12 trajectory towards college and career readiness.[10]

Teachers can use this question to guide their study:

- How does your grade-specific standard relate to, and/or support the CCR anchor standard?

As teachers complete their review, they annotate the standards to document what they notice. Below are some types of reflections that teachers might make. Teachers might also note connections to their knowledge of content, pedagogy, and their own students.

Types of Reflections	*Examples*
Summary or paraphrasing	• "Okay, this is basically about extracting the elements of the text that are most important to summarize." • "This is about understanding character development and relevance to how a story unfolds."
Reaction to a standard	• "This standard is the same, whether reading literary or informational text." • "This is a big standard - it contains a lot of different parts."
Reflection on the standard in relation to students	• "Is this about having a strategy – use context to find meaning of words?" • "They're going to need a lot of opportunities to practice this."
Connection to the previous or next grade	• "Is this the first time students will be learning this skill?" • "How close is this standard to what they had to do last year?" • "This will be really important next year."
Connection between standards	• "I think this standard involves the application of these standards." • "How does this skill relate to the other standards in this cluster?"

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[9] If a State has adopted ELA CCRS other than the ELA and Literacy CCSS and has not specifically identified CCR anchor standards, anchor standards have most likely been integrated into the grade-specific standards. Teachers in those states could look to the grade 12 learning expectations to determine the CCR anchor standards.

[10] A coding process for studying individual standards is presented in CSAI resource *Getting a Handle on the Standards*.

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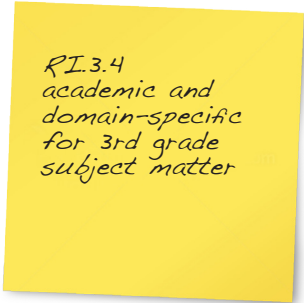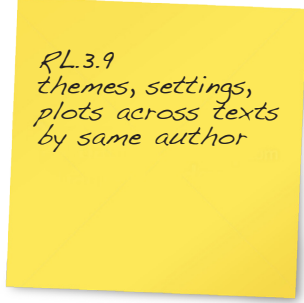**Reflecting on Unique Emphasis in Grade-Specific Standards**

Materials needed:

✓ Annotated grade-level standards from Step 1.1

✓ Post-it notes

In the last step, teachers studied grade-specific standards in relation to the anchor standards. In step 1.2, teachers determine what is unique about their grade-specific standards. Teachers study their grade-specific standards in relation to the end-of-year expectations for the grades before and after the one that they teach. This work helps teachers determine the unique instructional emphases for their grade level, as well as to understand each standard as a learning progression of increasingly complex skills and knowledge.

Teachers can use these questions to guide their review:

• What is *unique* about your grade-specific standard in relation to the previous grade?

• How does your grade-specific standard help prepare students for what they will need to know and be able to do next year?

As teachers complete their study, they document the unique instructional emphasis for each grade-specific standard. Teachers write the standard number and key words or phrases that capture the instructional emphasis on post-it notes. Sometimes a skill may sound similar from grade to grade. In those cases, teachers consider how the skill becomes more challenging for their grade level (e.g., applying it to more complex text, or grade-level subject matter). Below are two examples of one third-grade teacher's decision-making.

Grade 3: What Standard the Teacher Was Examining	Instructional Emphases Noted	What the Teacher was Thinking when Determining Instructional Emphases
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RI.3.4 academic and domain-specific for 3rd grade subject matter	In second grade, students have gained experience with determining the meaning of words and phrases in grade-level text. Here the emphasis is on academic and domain-specific words that students encounter in their subject area reading. Students will continue to apply this vocabulary knowledge in the following year.
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9 themes, settings, plots across texts by same author	The end-of-year expectation for second-grade is that students can compare and contrast different versions of the same story. The second-grade standard does not identify specific points of comparison (e.g., theme). However, the third-grade standard identifies three literary elements that students need to be able to compare and contrast across stories (i.e., theme, setting, plot). While the second-grade standard focused on different versions of the same story, the third-grade standard addresses stories by the same author. Next year, students will be expected to extend this knowledge of literary elements and apply it to diverse texts.

Materials needed:

✓ Annotated grade-level standards from Step 1.1

✓ Post-it notes from Step 1.2

✓ Post-it notes

In Step 1.2, teachers identified how their grade level standards build on end-of-year expectations from the previous year, and prepare students for the work that they will have to do the following year. Now that teachers have identified the unique instructional emphasis of their grade-specific standards, they can determine how standards within the same strand (i.e., reading strand, writing strand) might address interdependent skills and knowledge.
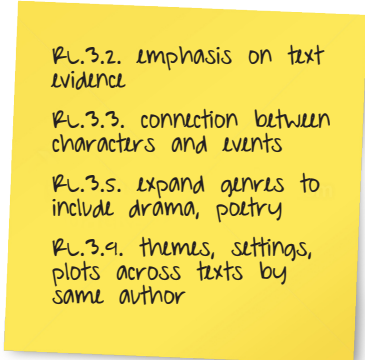
In Step 1.3, teachers use the instructional emphases they noted on the post-it notes to make connections between standards within each strand. Teachers review their notes for all standards within one strand (i.e., reading strand) and identify those that appear to reflect interdependent skills and knowledge.

Teachers can use this question to guide their review:

- What connections do you notice within the grade-specific standards for reading (or writing, or language, or speaking and listening)?

As teachers review the standards within a strand, they sort the post-it notes from Step 2 to create clusters of related skills and knowledge. For example, one third-grade teacher thought that the following reading standards addressed cumulative or reciprocal skills or knowledge.

Grade 3
Reading Standards for Literature K-5

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how it is conveyed through key details in the text.	**RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**RL.3.9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.2. emphasis on text evidence

RL.3.3. connection between characters and events

RL.3.5. expand genres to include drama, poetry

RL.3.9. themes, settings, plots across texts by same author

The teacher grouped these four standards because of their common focus on literary elements within and across texts.

literary elements within and across texts
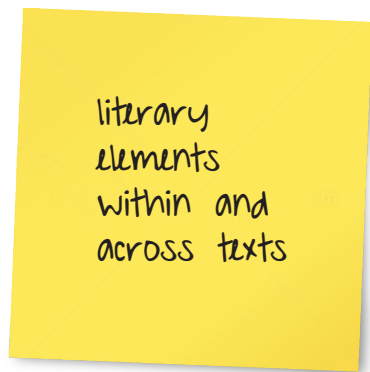
The teacher wrote the common focus on a separate post-it note as a label for this cluster of standards.

After making all of the salient connections among the standards within one strand, and clustering the standards accordingly, teachers repeat this entire step for the other strands. The goal here is not to attempt to make superficial connections between all standards within a strand. There may be some standards that do not appear to directly relate to any other standard. As teachers move through the subsequent steps and more carefully analyze their grade-level standards, they may discover additional connections, which can be added to their existing clusters of standards.

Step 1.4   **Organizing Connections Across Strands**

Materials needed:

✓ Post-it notes clusters from Step 1.3

✓ Large piece of chart paper

✓ Making Connections template

In Step 1.3, teachers identified connections between standards within a strand (i.e., reading strand, writing strand). Teachers organized the standards into clusters of highly related skills and knowledge, and they labeled these clusters according to a common organizing feature or focus.

In Step 1.4, teachers make connections between standards across strands. They will use the Making Connections template to record these connections.

The Making Connections template is a graphic organizer that helps teachers visualize conceptual connections across the standards. The figure on the next page shows the Making Connections template. The columns in the template correspond to the text types discussed in the reading standards, and the rows correspond to the purposes for writing addressed by the writing standards. By using the Making Connections template to organize the standards, teachers can see how the standards can work together to support a comprehensive model of literacy instruction

	Reading: Literature	Reading: Informational/Explanatory
Writing: Opinion/Argument		
Writing: Informational/ Explanatory		
Writing: Narrative		
Reoccurring Foundational Standards		

Legend:

1. Purposes for Writing Addressed in the Writing Standards

2. Reading Standard Text Types

3. Literary elements within and across texts (RL.3.2, RL.3.3, RL.3.5, RL.3.9)

To complete this step, teachers recreate the columns and rows from the Making Connections template on a large piece of chart paper. Teachers sort the post-it notes clusters into the relevant category on this chart paper. For example, teachers would likely sort the post-it note with the label "interpret literary elements within and across texts" in the box that falls in the reading literature column and the writing narrative text row. After placing all of the standard clusters in the relevant row and column, teachers place all remaining individual standards on the chart paper. Teachers may find that some standards clusters or individual standards could fall into two categories, which is fine. They would place these post-it notes on the borders between the two boxes to indicate that they fall in overlapping categories. Teachers may notice that some standards appear to belong in three or more categories. This likely indicates that teachers will need to address these standards several times over the course of the year. These are reoccurring, foundational standards. Teachers place these reoccurring foundational standards in the bottom section of the Making Connections template.

Teachers can use these questions to guide their review:

- What relationships exist across standards?
- What do I want my students to understand about these relationships?

The figure on the next page shows the Making Connections template that teachers will replicate on chart paper. Teachers might also want to record the standard numbers on the Making Connections template. There is an example of what a completed Making Connections template might look like on page 25 of this resource.

	Reading: Literature	Reading: Informational/Explanatory
Writing: Opinion/Argument		
Writing: Informational/ Explanatory		
Writing: Narrative		
Reoccurring Foundational Standards		

2 HOW TO COMPLETE THE CCRS GAZETTE TEMPLATE

The next stage of creating a yearlong plan from the K-12 CCRS for ELA and Literacy is to use the Making Connections template to complete the CCRS Gazette. The purpose of the CCRS Gazette is to analyze the standards as a collection of grade-level expectations. The three steps outlined below ask teachers to distinguish the new work of their grade level from the recurrent, but increasingly complex, expectations. Teachers use the standard clusters they identified in the Making Connections template to create a coherent view of the work for the year.

Step 2.1   **Creating Page One - Determining the Major Work of the Grade**

Materials needed:

✓ Making Connections template

✓ CCRS Gazette template (paper copy/electronic)

The first page of the CCRS Gazette template provides a space for teachers to document the major work of the grade level. The term *major* work describes new learning for the grade level and/or work that will require a significant amount of instructional time throughout the school year. In this step, teachers will use the completed Making Connections template to determine what standards might be considered page one learning expectations.

In this step, teachers review the Making Connections template in order to distinguish the major work of their grade level from the recurrent, but increasingly complex, work. While reviewing the completed Making Connections template, teachers may first take note of sections with a large number of standard clusters. Teachers evaluate the standard clusters within each section to determine the relative amount of instructional time required to teach these standards. Teachers should base decisions on a number of factors including degree of concept difficulty, number of learning opportunities required, prerequisite knowledge, etc. Standard clusters may require more instructional time because of the sheer number of standards included in the cluster, or because of the nature of the skills and knowledge reflected in the individual standards themselves. For example, a standard might include a concept that is new to the grade level, and students are not likely to have had much experience with in prior grades. Or, a standard might represent a learning expectation that requires students to synthesize multiple skills, experiences, and information.

After teachers evaluate the standard clusters and determine the major work of their grade level, teachers record these cluster labels as the *headlines* on page one of the CCRS Gazette template. The instructional emphases that teachers recorded for the standards within a cluster become the *storylines*.

Teachers can use these questions to prioritize the major work of the grade level:

- Where is the hard work (the "heavy lifting") in this set of grade-level standards?

- What is central and should be prioritized?

- What standards appear individually, yet represent important storylines? Are those reflective of the hard work in this grade level?

The following is one third-grade teacher's completed page one of the CCRS Gazette.

NAME: **Ms. Olive**   GRADE: **3**   ACADEMIC YEAR: **2014-2015**

CCRS Gazette

ANALYZING AND ORGANIZING COLLEGE AND CAREER READY STANDARDS IN INSTRUCTIONALLY MEANINGFUL WAYS.

The Major Work of the Grade

INSTRUCTIONS:

Write Front Page Headlines (brief descriptions of the work of the grade) in the grey boxes and associated Storylines (the conceptual ingredients of Headlines) beneath them. Along with each Storyline, list the CCRS code for the standard involved. It may be helpful to consult the previous grade's standards to determine the size of the conceptual or procedural step that students are being asked to make in achieving the current grade's standards.

Remember, Headlines and Storylines are not about capturing the intricacies of the standards. Instead, they are about coming up with an organizing category.

Distinguishing Point of View — [Headline]

- Distinguish personal point of view from that of narrator and/or characters (RL.3.6), author (RI.3.6)

Main Idea and Details Within & Across Texts

- Demonstrate understanding by using text to answer questions, and identify main idea and key details (RI.3.1, RI.3.2)

- Analyze main idea and supporting details in two texts on the same topic (RI.3.9)

Preparing and Writing Narrative

- Grade-level writing expectations expand to include establishing a situation, introducing narrator/characters, and showing how characters respond to situations (W.3.3)

- Take notes and sort evidence into set categories when gathering information (W.3.8)

Relationship of Ideas Within a Text

- Use language that relates to time, order, and cause to describe relationship between events or ideas (RI.3.3) — [Storyline]

- Explain relationship between sentences and paragraphs (W.3.8) — [Storyline]

Literary Elements Within and Across Texts

- Use of evidence from the text (RL.3.1, RL.3.2)

- Explain how character's actions relate to the order in which events occur in a story (RL.3.3)

- Genre knowledge - how each scene in a drama builds on what came before (RL.3.5)

- Analyze setting, theme, & plot across stories by the same author (RL.3.9)

Preparing and Writing Informative/Explanatory Text

- Group related information, connecting ideas with linking words, and using illustrations (W.3.2)

- Engage in independent research (W.3.7)

- Take notes and sort evidence into set categories when gathering information (W.3.8)

Preparing and Writing Opinion

- Use a list structure of support for opinion (W.3.2)

- Engage in independent research (W.3.7)

- Take notes and sort evidence into set categories when gathering information (W.3.8)

Creating Page Two - Determining the Recurrent Work of the Grade

Materials needed:

✓ Making Connections template

✓ CCRS Gazette template from Step 2.1

The second page of the CCRS Gazette template provides a space for teachers to document the recurrent, but increasingly complex, work of the grade level. The term *recurrent* work describes learning that directly builds on skills and knowledge that students developed in previous grades. However, the end-of-year expectation is that students can apply this learning in a markedly more sophisticated way. As with the previous step, teachers will use the completed Making Connections template to determine what standards might be considered page two learning expectations.

In Step 2.2, teachers record all remaining cluster labels as headlines on page two of the CCRS Gazette template. As with step 2.1, the instructional emphases for each standard within these clusters become the storylines.

The following is one third-grade teacher's completed page two of the CCRS Gazette.

Page Two Headlines

THE REMAINING WORK OF THE GRADE	Text and Graphic Features	Word Meaning and Context
INSTRUCTIONS: Write Headlines and Storylines using the same format from the Front Page. On Page Two, instead of recording the major work of the grade, describe the remaining work of the grade. Be sure to account for any learning that was not mentioned on the Front Page.	- Use text to features to navigate (RI.3.5) - Use illustrations and words to demonstrate understanding (RI.3.7)	- Explain what illustrations and words convey in a story (RL.3.7)

Headline	Reading Vocabulary in Context		
Storyline	- Figure out word meanings in texts (literal & figurative RL.3.4), (academic/domain-specific RI.3.4)		
Storyline	- Decode words with Latin suffixes and multisyllabic words, and use context to support fluency (RF.3.3.b, RF.3.3c, RF.3.4c)		
Storyline	- Apply word knowledge (e.g., prefixes, derivational suffixes) and context to read accurately, fluently, and with understanding (RF.3.3.a, RF.3.3.b, RF.3.4c)		

WHAT'S LEARNED FIRST, WHAT'S LEARNED TOGETHER? DEVELOPING A YEARLONG PLAN FROM THE K-12 COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY • CSAI

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Writing Ticker Tape - Determining Ongoing and Foundational Work

Materials needed:

- ✓ Making Connections template
- ✓ CCRS Gazette template from Steps 2.1 and 2.2

The third page of the CCRS Gazette template provides a space for teachers to document the ongoing and foundational work of the grade level. Ongoing and foundational work refer to skills and knowledge that will be addressed throughout the year. These are standards that underpin learning and enable students to fully participate in English language arts. As with the previous two steps, teachers will use the completed Making Connections template to determine what standards might be considered page three learning expectations.

In Step 2.3, teachers organize the standards that they recorded in the "Reoccurring Foundational Standards" section of the Making Connections template and record these as ticker tape on page three of the CCRS Gazette template.

Teachers can use the following questions to guide their review of the ongoing and foundational skills:

- • What standard(s) provide a foundation for the major work of the grade?
- • What are essential skills that cut across text type and/or strand?

Remember that many of the steps of the process described above are subjective; they involve interpretation, synthesis, creativity, and original work on the part of teachers. For this reason, the Grade 3 example (on page 17) should not be regarded as "the correct Grade 3 CCRS Gazette," but rather "one possible Grade 3 CCRS Gazette." A blank CCRS Gazette template is found in the "Tools and Templates" section of this resource. A completed example for Grade 7 is found in the Exemplars section of this resource.

The figure on the following page is one third-grade teacher's completed page three of the CCRS Gazette.

Page Three Headlines

Remember!

Every grade-level standard should be accounted for somewhere on the Front Page, Page Two, or Page Three, either as part of a Storyline or as a Ticker Tape standard.

Communicate Appropriately with Diverse Audiences

- Report on a topic or text, tell a story or recount an experience (SL.3.4)

- Create engaging audio recordings of stories; add visual displays (SL.3.5)

Applying Knowledge of English Language & Conventions

- L.3.1, L.3.2, L.3.3

Engaging in Discussions and Asking Questions

- SL.3.1, SL.3.3, SL.3.6

Planning and Revising Writing

- Develop and organize writing appropriate to task and purpose (W.3.4)

- Use guidance and support from peers (W.3.5)

- Use technology to write (keyboarding), interact, and collaborate with others (W.3.6)

Learning & Demonstrating Understanding of Words

- L.3.4, L.3.5, L.3.6

Reading Fluency

- RF.3.3a, b, c, d, RF.3.4a, b, c, d

Reading Independently

- RL.3.10, RI.3.10, RF.3.3, RF.3.4

Determining Main Idea and Supporting Details

- SL.3.2

Writing Regularly

- Write routinely over extended and shorter time frames (W.3.10)

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3 **ELA TEACHERS: HOW TO CREATE THE YEARLONG PLAN**
FROM THE CCRS GAZETTE TO CREATING THE YEARLONG PLAN

In this final stage, teachers will use the CCRS Gazette to complete the Yearlong Plan from the K-12 CCRS for ELA and Literacy.

In the first stage, teachers used the Making Connections template to see discrete learning standards as related and interdependent language and literacy skills, and to determine the instructional emphases for their grade level. In the second stage, the CCRS Gazette template guided teachers to create an arrangement of the standards that represented the major work, recurrent work, and ongoing and foundational work of the grade level, which they recorded as headlines, storylines, and ticker tape. Teachers made decisions about which standards took center stage, which standards were important but stood alone, and which standards were essential to support learning.

WHAT'S LEARNED FIRST, WHAT'S LEARNED TOGETHER? DEVELOPING A YEARLONG PLAN FROM THE K-12 COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY • CSAI

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The central goal in creating the Yearlong Plan is to apply this knowledge of the CCRS for ELA and Literacy to create a coherent instructional plan. The step that follows guides teachers in making decisions about how to create a yearlong plan that addresses the headlines and storylines identified in the CCRS Gazette.[11]

ELA Planning - Mapping Out the Year

Materials needed:

✓ CCRS Gazette template (paper copy/electronic)

✓ Yearlong Plan template (ELA Elementary or Secondary)

The Yearlong Plan guides teachers to determine when and how they will address all of the standards organized into headlines and storylines from the CCRS Gazette. In the CCRS Gazette, teachers have distinguished the major work from the recurrent work, and determined the ticker tape standards. Attention to these distinctions will be essential as teachers move through the Yearlong Plan template to make decisions about what will be taught, for example, at the beginning of the year or the end of the year, and/or what will be addressed over a series of learning opportunities.

In this step, teachers review their completed CCRS Gazette and use the Yearlong Plan template to determine the order in which they will address ELA concepts throughout the academic year.

Teachers can use the following questions to guide their review of the CCRS Gazette and create a Yearlong Plan:

- Based on what I know about the major work of my grade level in ELA, what headline(s) and text type(s) will I teach first?
- Should a headline/storyline be addressed early in the year so that students will have multiple opportunities to learn over the course of the year?
- Within a headline, are there storylines that need to be segmented and sequenced? What do I need to teach and/or emphasize first?
- Should a storyline be addressed early in the year because another storyline depends on it?
- Should a storyline be addressed later in the year because it involves synthesis of prior storylines?

Teachers record the order of the ELA concepts, supporting routines, etc. in the Yearlong Plan based on the headlines and storylines. The following are a few suggestions for completing the process.

- Begin by filling out the top rows in the Yearlong Plan before moving onto the bottom rows.
- Consider creating a few instructional segments in each semester or quarter of instruction.
- If there are several headlines in one instructional segment, check to see if there is one headline in that segment that is logically at the forefront of the others. If so, highlight this headline to note that it needs to be a focal point in your instructional organization.
- In determining your focus for each instructional segment, also note what is new learning.

The following table contains brief descriptions of the planning categories that guide teachers in developing the Yearlong Plan.

[11] The "Tools and Templates" section contains Yearlong Plan templates for ELA (K-5) and ELA (6-12) teachers.

Planning Categories	Description of what to include in this section
Reading or Writing	
ELA Concepts	Teachers determine the instructional sequence of headlines and record these in this section, along with the corresponding storylines (include standard numbers). This helps teachers make decisions about which headlines/storylines they will address and/or emphasize at specific points in the year. The headlines can come from any section of the CCRS Gazette and can be repeated as often as needed in the Yearlong Plan. Even though multiple standards will be listed as part of a headline, a teacher may choose to address only one or part of one standard in their instructional focus.
Text Types (Informational, Argument, and Literary)	Teachers make decisions about the text type(s) they address during this sequence of instruction. For example, teachers may decide to include one specific type of text, e.g., informational, to emphasize particular text features early in the school year and include a variety of text types in later instructional arrangements. Teachers will make this decision based on the focus of instruction, learning goals, knowledge of students, and pedagogy.
Selected Texts*	Teachers record text titles that they might use to teach.
Reading/Writing Instructional Focus	Teachers identify the instructional focus from the storylines. This helps teachers parse the essential learning from a particular cluster of storylines and establish a sequence of instruction that builds on the cumulative and progressive nature of ELA knowledge. Teachers will have this information on hand as they design instructional lessons throughout the academic year. Some of the headlines may not be recorded in this row because they are not the instructional focus, but instead serve supportive or complimentary roles. All the headlines noted in the ELA Concepts row will still need to be addressed in a more detailed lesson planning process.
Phonics & Word Study Focus Elementary ELA Teachers Only	Teachers return to page three of the CCRS Gazette to identify the ticker tape standards that relate to the Reading: Foundational Skills standard, and sequence them.
Language and Speaking & Listening Connections	Teachers determine what the Language and Speaking & Listening Connections are based on the ticker tape standards on page three of the CCRS Gazette.
Supporting Routines	Supporting Routines highlight the importance of having a host of structures that students learn and expect throughout the school year. It will be important for teachers to consider, and plan, the routines that students should know and be prepared for as they engage in learning (e.g., discussion routines, literature circles).

The approach that teachers take as they map out their year will vary; what is important is that the end result reflects a conceptual and instructional logic for the year. If certain standards, headlines, or storylines do not make it onto the Yearlong Plan (e.g., because they are continuously addressed throughout the year), highlight them in your CCRS

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* See the Selecting Text Tool in the "Tools and Templates" section. See also the complementary CSAI resource *Supporting Students in Close Reading* for additional information on determining appropriate text selections.

WHAT'S LEARNED FIRST, WHAT'S LEARNED TOGETHER? DEVELOPING A YEARLONG PLAN FROM THE K-12 COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY • CSAI

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Gazette to ensure they become integrated into your ongoing instruction.

A FINAL NOTE:
IMPORTANT CONSIDERATIONS TO THE YEARLONG PLAN

As teachers lay out their year, they will want to consider the following:

- The amount of time spent addressing particular headlines and specific storylines within them in terms of days, weeks, or months

- The number of opportunities that will be provided to students to meet the learning expectations identified in the standards

- The role of text complexity and how this will be considered in relation to the cognitive demands required for learning

- The connection between content area literacy demands and ELA learning

EXAMPLE OF GRADE 3 YEARLONG PLAN

To illustrate what a completed Yearlong Plan might look like, one third-grade teacher's Yearlong Plan for the first half of the year is included on the following page. This third-grade teacher used her knowledge of related literacy expectations in science to guide her decision about when she would focus her teaching on informational text and related ELA standards. Remember that Yearlong Plans will vary between teachers, and that this example is just one of the many ways in which the headlines and storylines can be sequenced.

Elementary School Yearlong Planning Template for ELA
Created by CRESST, UCLA, 2014

Beginning of School Year ———————————————→ Middle of School Year

Planning Categories	Sequencing of concepts, texts, domain instruction, routines, etc. to be taught over the first half of the year (See Planning Categories)		
Reading			
ELA Concepts (i.e., organizing concepts, threads, standards)	Main Idea and Details w/in and Across Texts (RI.3.1, RI.3.2, RI.3.9) Reading Vocabulary in Context (RI.3.4)	Lit. Elements w/in and Across Texts (RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.9) Distinguishing POV (RL.3.6) Reading Vocabulary in Context (RL.3.4)	Main Idea and Details w/in and Across Texts (RI.3.1, RI.3.2, RI.3.9) Distinguishing POV (RI.3.6) Reading Vocabulary in Context (RI.3.4)
Text Types (Informational, Argument, and Literary)	Informational Learning about animal life cycles	Narrative Character POV	Argument How authors present their opinion and use evidence to support it
Selected Texts	Bats: Creatures of the Night by Joyce Milton Crittercam by Andrew Einspruch	Because of Winn-Dixie by Cate DiCamillo The Stories Julian Tells by Ann Cameron	So You Want to Be President? by Judith St. George The Story of Ruby Bridges by Robert Coles (possibility)
Reading Instructional Focus	1. Main Idea & Key Details 2. Two texts on same topic	1. Use of evidence from the text 2. Explain how character's actions relate to events –> POV	1. Author's POV – Main 2. Two texts on same topic – diff POV 3. Types of Evidence
Phonics & Word Study Focus	Common prefixes (RF.3.3a) Multisyllable words (RF.3.3c) Fluency (RF.3.4)	Derivational (RF.3.3a) and Latin suffixes (RF.3.3b) Multisyllable words (RF.3.3c) Fluency (RF.3.4)	Multisyllable words (RF.3.3c) Read irregularly spelled words (RF.3.3d) Fluency (RF.3.4)
Language and Speaking & Listening Connections	Determine meaning (affixes) L.3.4b L.3.3, SL.3.1, SL.3.3, SL.3.6	Use context as clue for meaning L.3.4a L.3.3, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6	Use roots as clue for meaning L.3.4c L.3.3, L.3.5, SL.3.1, SL.3.3, SL.3.6
Supporting Routines	Reading Workshop Discussion & Annotation routines Begin Research & Inquiry	Reading Notebook Triple-Entry Journals (Character say and do/what/why)	Triple-Entry Journals (Evidence Types)
Writing			
ELA Concepts (i.e., organizing concepts, threads, standards)	Preparing and Writing Informational Text (W.3.2, W.3.7, W.3.8)	Preparing and Writing Narrative (W.3.3, W.3.8)	Preparing and Writing Opinion (W.3.2, W.3.7, W.3.8)
Text Types (Informational, Argument, and Literary)	Informational	Narrative	Opinion
Writing Instructional Focus	1. Gather and sort evidence 2. Use evidence to describe life cycles.	1. Features of narrative texts 2. Setting the Context and introducing the characters	1. Structure of support for opinion 2. Gather/sort evidence to support opinion
Language and Speaking & Listening Connections	L.3.1, L.3.2, L.3.3, L.3.6 SL.3.3	L.3.1, L.3.2, L.3.3 SL.3.2, SL.3.3, SL.3.4	L.3.1, L.3.2, L.3.3, L.3.5 (shades of meaning) SL.3.2, SL.3.3, SL.3.4, SL.3.6
Supporting Routines	Writing Workshop Research & Inquiry Note taking routine	Peer Editing/Revision Listening and offering feedback Writing and taking notes during share	Listening and offering feedback Writing and taking notes to follow argument/opinion

EXEMPLARS

COMPLETED EXAMPLES

The Making Connections, CCRS Gazette, and Yearlong Plan are flexible tools that individual teachers will fill out differently. The examples included here illustrate how a teacher might complete each tool.

Making Connections, Grade 3

	Reading: Literature	Reading: Informational/Explanatory
Writing: Opinion/Argument		(2 sticky notes) (5 sticky notes)
Writing: Informational/ Explanatory		(1 sticky note)
Writing: Narrative	(6 sticky notes)	
Reoccurring Foundational Standards	(11 sticky notes)	

CCRS Gazette

ANALYZING AND ORGANIZING COLLEGE AND CAREER READY STANDARDS IN INSTRUCTIONALLY MEANINGFUL WAYS.

The Major Work of the Grade

Understanding Narrative

- Analyze development of story theme or central idea over time (RL.7.2)
- Analyze how author distinguishes the point of view of different characters and/or narrator (RL.7.6)

Researching & Presenting Information

- Writing arguments: acknowledge alternate claims; support claims w/ relevant evidence & logical reasoning; and use language that creates cohesion among the claims, evidence, & reasons presented (W.7.1)
- Writing informative/explanatory texts: preview the info that will be presented on a topic; and use language that creates cohesion among the info. presented (W.7.2)
- Use technology to link & cite sources (W.7.6)
- Generate add'l questions for future research as part of completing a short research project (W.7.7)
- Use search terms, assess the accuracy & credibility of sources, and use standard citation formatting for references (W.7.8)

Interpreting Setting & History

- Analyze how story or drama elements interact (RL.7.3)
- Compare & contrast fictional and historical accounts of the same people, event, or time period (RL.7.9)

Understanding the Relationship Between Ideas & Their Presentation

- Determine and analyze two or more central ideas in a text (RI.7.2)
- Analyze how people, events, and ideas interact (RI.7.3)
- Consider how an author structures a text so as to develop ideas/info (RI.7.5)
- Understand impact of specific word choice on meaning/tone (RI.7.4)
- Analyze how diff't authors emphasize diff't info, or present diff't interpretations, about the same topic (RI.7.9)

Understanding Form and Function of Poetry

- Grade-level expectations expand to include interpreting the impact of rhymes and repetition on poem, or portion of a poem (RL.7.4)
- Analyze the relationship between the form & meaning of a poem (RL.7.5)

Understanding Form and Function of Drama

- Consider how drama elements interact (RL.7.3)
- Analyze the relationship between the form and meaning of drama (RL.7.5)

Considering Point of View

- Grade-level expectations expand to include how an author distinguishes his or her position from the position of others (RI.7.6)
- Evaluate the relevance of evidence, as well as the soundness of reasoning, as part of assessing the argument presented in a text (RI.7.8)
- Analyze how different authors emphasize different information, or present different interpretations, about the same topic (RI.7.9)

Writing Narrative

- Continue emphasis on writing narratives (W.7.3)
- Use text-based evidence to write analyses and reflections related to literature (W.7.9a)

Page Two Headlines

THE REMAINING WORK OF THE GRADE

INSTRUCTIONS:

Write Headlines and Storylines using the same format from the Front Page. On Page Two, instead of recording the major work of the grade, describe the remaining work of the grade. Be sure to account for any learning that was not mentioned on the Front Page.

considering use of media

- compare and contrast how a story, drama, or poem is portrayed in text and a different medium, and analyze the portrayal in relation to the unique features of that medium (RL.7.7)
- compare and contrast how a text is portrayed in a different medium, and analyze the portrayal in relation to the unique features of that medium (RI.7.7)

Using Text-Based Evidence

- use several pieces of evidence from a text to support analysis of text (RL.7.1)
- use several pieces of evidence from a text to support analysis of text (RI.7.1)

Page Three Headlines

TICKER TAPE STANDARDS

INSTRUCTIONS: Ticker Tape standards describe the skills and knowledge that will be addressed on an on-going basis throughout the year.

Remember!

Every grade-level standard should be accounted for somewhere on the Front Page, Page Two, or Page Three, either as part of a Storyline or as a Ticker Tape standard.

Making Presentations

- Emphasize focused and coherent presentation of essential points (SL.7.4)
- Use multimedia to emphasize essential information (SL.7.5)
- SL.7.6

Applying Knowledge of English Language and Conventions

- Explain how phrased and clauses function in text, using sentence structure to show relationship among ideas, and correcting dangling modifiers (L.7.1)
- Continue to apply knowledge of English conventions (L.7.2)
- Use precise and concise language, and revise for redundancy (L.7.3)

Engaging in Discussions and Asking Questions

- Tracking one's progress towards specific goals and deadlines, asking for elaboration, and being able to redirect a conversation when off-topic (SL.7.1)
- Analyze main idea and details in a presentation (SL.7.2)
- Evaluate the quality of reasoning, as well as the relevance and sufficiency of evidence, in a presented argument (SL.7.3)

Matching Writing Form to Purpose

- Apply appropriate writing development, organization, and style for task, purpose and audience (W.7.4)
- Grade-level expectations emphasize determining the degree to which the purpose and audience for a piece of writing have been addressed (W.7.5)

Learning and Demonstrating Understanding of Words

- L.7.4, L.7.5, L.7.6

Reading Grade-Level Texts Independently

- RL.7.10, RI.7.10

Writing Regularly

- Write routinely for longer and shorter time frames, as well as for different purposes (W.7.10)

Secondary School Yearlong Planning Template for ELA: Reading

Time frame: September ————————————————————————> January

Planning Categories	Sequencing of concepts, texts, domain instruction, routines, etc. to be taught during the year (See Planning Categories)		
Reading			
ELA Concepts	Understanding the ideas and their presentation (RI.7.6, 7.8, 7.9) Using Text-Based Evidence (RI.7.1) ------> Considering Use of Media (RI.7.7) ----->	Understanding Narrative (RL.7.2, RL.7.6) Interpreting Setting & History (RL.7.3, RL.7.9)	Considering POV (RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.9)
Text Types (Informational, Argument, and Literary)	Informational/Explanatory	Narrative/Story	Argument
Selected Texts	1. Harriet Tubman: Conductor on the Underground Railroad by Ann Petry 2. Narrative of the Life of Frederick Douglas, an American Slave by Frederick Douglas	A Wrinkle in Time by Madeleine L'Engle	1. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill 2. "Nonviolence and Racial Justice" by Dr. Martin Luther King, Jr.
Reading Instructional Focus	1. Analyze central ideas (RI.7.2) 2. Author's use of language to convey ideas (meaning & tone) (RI.7.4)	1. Analyze how story elements interact (characters, setting, and ideas) (RL.7.3) 2. Consider historical context (RL.7.9)	1. How authors distinguish position from others (RI.7.6) 2. Evaluate argument (soundness of reasoning and relevance of evidence) (RI.7.8) 3. Analyze authors presentation of info/ interpretations about same topic (RI.7.9)
Language and Speaking & Listening Connections	1. Explain how phrases and clauses function in text, using sentence structure to show relationship between ideas, and correcting dangling modifiers (L.7.1) 2. Analyze main idea and details in a presentation (SL.7.2)	Understand figurative language (L.7.5)	Evaluate the quality of reasoning, as well as the relevance and sufficiency of evidence, in a presented argument (SL.7.3)
Supporting Routines	1. Annotating text 2. Discussion 3. Conducting research 4. Analyzing multi-media presentations	1. Reading Journal 2. Reader Response Logs (story elements and historical setting)	1. Reader Response Logs (author POV, reasoning, evidence)

TOOLS & TEMPLATES

The following tools and templates are provided for teachers to reference and complete as they organize and arrange their grade-level CCRS.

MAKING CONNECTIONS TEMPLATE

The Making Connections template helps teachers to study the standards as learning progressions and to identify connections between the standards.

CCRS GAZETTE TEMPLATE

The CCRS Gazette template is used to guide teachers' analysis of the standards as a collection of grade-level expectations.

YEARLONG PLAN TEMPLATE

The Yearlong Plan template is used to organize the new and recurring work of the grade-level into a thoughtful sequence of learning for the year.

ELEMENTARY ELA YEARLONG PLAN

SECONDARY ELA YEARLONG PLAN

SELECTING TEXT TOOL

This tool is designed to help teachers make appropriate text selections for their classroom. For additional information, see the complementary CSAI resource *Supporting Students in Close Reading.*

Making Connections

Created by CRESST, UCLA, 2014

	Reading: Literature	Reading: Informational/Explanatory
Writing: Opinion/Argument		
Writing: Informational/ Explanatory		
Writing: Narrative		
Reoccurring Foundational Standards		

CCRS Gazette

ANALYZING AND ORGANIZING COLLEGE AND CAREER READY STANDARDS IN INSTRUCTIONALLY MEANINGFUL WAYS.

The Major Work of the Grade

INSTRUCTIONS:
Write Front Page Headlines (brief descriptions of the work of the grade) in the grey boxes and associated Storylines (the conceptual ingredients of Headlines) beneath them. Along with each Storyline, list the CCRS code for the standard involved. It may be helpful to consult the previous grade's standards to determine the size of the conceptual or procedural step that students are being asked to make in achieving the current grade's standards.

Remember, Headlines and Storylines are not about capturing the intricacies of the standards. Instead, they are about coming up with an organizing category, a sort of shorthand, that summarizes the 'gist' of student learning. Headlines and Storylines should be short and expressed in teachers' own words.

Where is the hard work, the heavy lifting, in this set of grade-level standards?

Page Two Headlines

THE REMAINING WORK OF THE GRADE

INSTRUCTIONS:
Write Headlines and Storylines using the same format from the Front Page. On Page Two, instead of recording the major work of the grade, describe the remaining work of the grade. Be sure to account for any learning that was not mentioned on the Front Page.

Page Three Headlines

TICKER TAPE STANDARDS

INSTRUCTIONS: Ticker Tape standards describe the skills and knowledge that will be addressed on an on-going basis throughout the year.

Remember!

Every grade-level standard should be accounted for somewhere on the Front Page, Page Two, or Page Three, either as part of a Storyline or as a Ticker Tape standard.

Elementary School Yearlong Planning Template for ELA: Reading

Created by CRESST, UCLA, 2014

Time frame: _____ ⟶ _____

Planning Categories	Sequencing of concepts, texts, domain instruction, routines, etc. to be taught during the year (See Planning Categories)
Reading	
ELA Concepts	
Text Types (Informational, Argument, and Literary)	
Selected Texts	
Reading Instructional Focus	
Phonics & Word Study Focus	
Language and Speaking & Listening Connections	
Supporting Routines	

Elementary School Yearlong Planning Template for ELA: Writing

Created by CRESST, UCLA, 2014

Time frame: →

Planning Categories	Sequencing of concepts, texts, domain instruction, routines, etc. to be taught during the year (See Planning Categories)
Writing	
ELA Concepts	
Text Types (Informational, Argument, and Literary)	
Writing Instructional Focus	
Language and Speaking & Listening Connections	
Supporting Routines	

Secondary School Yearlong Planning Template for ELA: Reading

Created by CRESST, UCLA, 2014

Time frame: _____ ⟶ _____

Planning Categories	Sequencing of concepts, texts, domain instruction, routines, etc. to be taught during the year (See Planning Categories)
Reading	
ELA Concepts	
Text Types (Informational, Argument, and Literary)	
Selected Texts	
Reading Instructional Focus	
Language and Speaking & Listening Connections	
Supporting Routines	

Secondary School Yearlong Planning Template for ELA: Writing

Time frame: ⟶

Planning Categories	Sequencing of concepts, texts, domain instruction, routines, etc. to be taught during the year (See Planning Categories)
Writing	
ELA Concepts	
Text Types (Informational, Argument, and Literary)	
Writing Instructional Focus	
Language and Speaking & Listening Connections	
Supporting Routines	

Selecting Text Tool

Adapted by CRESST, UCLA, 2014

Title and source: _____

Author: _____ **Grade Level and area:** _____

Factors Affecting Text Challenge	Notes
Age appropriateness Consider: • word recognition demands (sight words & decoding) • age of the main character(s) • prior knowledge assumed by the text • maturity required to deal with the themes • familiarity of contexts, settings, and subject matter • likely interests, motivation, and experiences of readers	
Complexity of ideas Consider: • accessibility of the themes • implied information or ideas (requiring readers to infer) • irony or ambiguity • abstract ideas • metaphors and other figurative or connotative language • technical information • support from illustrations, diagrams, graphs, and so on	
Structure and coherence of the text Consider: • flashbacks or time shifts • narrative point of view • mixed text types • connections across the text • examples and explanations • competing information • length of paragraphs • unattributed dialogue • use of headings and subheadings	

From the CSAI Resource *Supporting Students in Close Reading*

Syntactic structure of the text

Consider:

- sentence length
- the balance of simple, compound, complex, or incomplete sentences
- use of passive voice or nominalization
- repetition of words or phrases
- changes in verb tense

Vocabulary difficulty

Consider:

- unfamiliar vocabulary
- technical and academic terms, non-English words, and proper nouns
- sentence-level and/or visual support
- contextual clues
- the use of a glossary or footnotes

Length of the text

Estimated reading year level: _____

Notes:

From the CSAI Resource *Supporting Students in Close Reading*

ADDITIONAL RESOURCES

The following resources contain a variety of information that support ELA and content-area teachers in organizing the ELA and Literacy CCSS into a yearlong plan of instruction.

DIGITAL CHALKBOARD: STATE OF CALIFORNIA DEPARTMENT OF EDUCATION – PROFESSIONAL LEARNING MODULES
https://www.mydigitalchalkboard.org

The Digital Chalkboard is an online resource tool designed to foster collaboration and community among California educators. The site hosts a series of professional learning modules designed to support educators implement Common Core State Standards. There are several modules focused on ELA and Literacy CCSS, including modules that are designed to support teachers in the content areas.

MODEL CONTENT FRAMEWORKS FOR ELA/LITERACY: PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREER (PARCC)
http://www.parcconline.org/mcf/ela/parcc-model-content-frameworks-browser

PARCC developed individual, grade-level content frameworks for the ELA and Literacy CCSS for grades 3 through 11. These frameworks were designed to inform the development of assessments and support the implementation of ELA and Literacy CCSS. Each grade-level framework includes four sections that highlight the ELA and Literacy emphases reflected in the standards; examples for organizing standards into instructional modules; and two separate progression charts for Writing Standards and Speaking and Listening Standards

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ENGLISH LANGUAGE ARTS CURRICULAR MODULES FROM THE NEW YORK DEPARTMENT OF EDUCATION
https://www.engageny.org/english-language-arts

The New York State Department of Education has developed ELA modules for grades P-12 that are available to educators on their website. These modules focus on the study of a variety of texts, practice of close reading, answering text-dependent questions, discussion of texts, and include assessment opportunities. The modules also highlight the importance of connecting ELA and Literacy CCSS to content areas of Social Studies and Science and include suggested extensions.

UNDERSTANDING LANGUAGE: LANGUAGE, LITERACY, AND LEARNING IN THE CONTENT AREAS
http://ell.stanford.edu/teaching_resources/ela

Understanding Language, comprised of a core group of educators, focuses on the development of instructional resources to support teachers and educators across content areas. A primary aim of this work is to develop resources that support the development of language for all students, including English Language Learners. The site features a set of lessons that highlight instructional approaches that will support all students, and in particular showcases how to leverage ELLs' background knowledge and language, to meet the ELA and Literacy CCSS.

FOUR MYTHS ABOUT THE ELA COMMON-CORE STANDARDS

http://www.edweek.org/tm/articles/2012/07/10/tln_strasserdobbertin.html?tkn=SRWF0kZ%2FhojAvTz6K2vS5iUIQ5ho
SPvvblWB&cmp=ENL-TU-NEWS1

This brief article from Education Week features a discussion between National Writing Project teacher-leader Dina Strasser and educator Cheryl Dobertin. In this discussion, the two educators discuss and demystify some of the common myths about the ELA and Literacy CCSS.

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READWRITETHINK

http://www.readwritethink.org

ReadWriteThink, a collaborative project between the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) hosts several online resources that have been aligned to IRA/NCTE Standards for the English Language Arts, individual state standards, and ELA and Literacy CCSS.

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READING ROCKETS: TEACHING READING

http://www.readingrockets.org/teaching/commoncore

Reading Rockets showcases a number of classroom and professional development resources for K-3 teachers. Resources for teachers include information about the CCSS, literacy implementation, lesson planning, classroom videos, special topics in reading and writing, and recommended blogs for teachers.

REFERENCES AND BACKGROUND MATERIALS

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