

# Handout #1



## The ELA CCLS (Information, Literature, Writing and Speaking and Listening) Anchor Standards. Patricia Velasco, Ed.D.

	Reading Literature	Reading for Information	Writing	Speaking and Listening
Standard 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
What does it mean?	In the CCLS, literal comprehension is not comprehension. Students are required to make an inference. This standard has to be seen in conjunction with Standard 10.		Students need to use the text to (a) find evidence in the text (b) create an argument (c) convey their claims (opinions).	Conversations are not turn and talks. These are conversations in which ideas are explored and analyzed.
Standard 2	Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
What does it mean?	Analysis of what the text(s) say(s)		Creating an informative/explanatory text	Put together information that students have analyzed in a stand alone presentation (focus on the speaker)
Standard 3	Analyze how and why individuals, events and ideas develop and interact over the course of a text.		Write narratives to develop real or imagined experiences or events using effective technique, well chosen details and well-structured event sequences	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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What does it mean?	Focus on cause and effect and problem and solution.		Focus on writing a narrative/story	After a presentation (e.g. standard 2 and 4) evaluate what the speaker has said (focus on the listener)
Standard 4	Determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language.		Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
What does it mean?	Learning the meaning of words and phrases as they appear in print. The CCLS use the Tier 1,2,3 classification. Tier 1 words are everyday words; Tier 2 words have multiple meanings and appear seldom in oral language but are common in print (e.g., observe, benefit). Tier 3 words are technical words (e.g., delta, sarcophagus)		Creating texts that can present the same information but that change according to task (the type of text); the purpose (what does the text want to accomplish?) and audience (who will read the text)	Organization of a stand alone presentation
Standard 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portion of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
What does it mean?	Text structure and individual impact of paragraphs.		Focus on the recursive nature of writing.	Quality of presentation (i.e. power points, smart boards)
Standard 6	Assess how point of view or purpose shapes the content and style of a text.		Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
What does it mean?	Focus on how the author wants to persuade the reader.		Integrate technology into the writing process. Technology can also be used as a way to encourage interaction among students.	Focus on the audience (speaker).

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Standard 7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Not Applicable
What does it mean?	Selection and evaluation of information from diverse media (tables, news paper articles, graphs, texts)  (This standard is deeply intertwined with Standard 7 in writing)		What does the student want to find out? How does the student find out the information s/he needs?	
Standard 8	Not applicable.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Not Applicable
What does it mean?	Not Applicable	Informational texts can present an argument geared towards convincing a reader.	Evaluate sources and paraphrase or quote the information.	
Standard 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		Draw evidence from literary or informational texts to support analysis, reflection, and research ( <u>Starts in Grade 4</u> )	Not Applicable
What does it mean?	This standard allows for text to text connections.		Use text to text connections as sources in writing reflectively.	

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Standard 10	Read and comprehend complex literary and informational texts independently and proficiently. *		Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences ( <u>Starts in Grade 3</u> )	Not Applicable
What does it mean?	The purpose of this standard is to have the students read grade appropriate books and texts. Depending on the grade level, students can receive appropriate scaffolding or are required to read independently.		Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language don't. When writing, students can slow down and analyze the way the sound system, sentence patterns, word choices and organization affect the writing and the reading of the text. By comparing and contrasting the similarities and differences of the languages they know or are mastering, they develop a meta-linguistic knowledge of how language(s) work.	
Standard 11 (only for NYS) and only for Reading Literature and Writing	Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of	Not Applicable	Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.	Not Applicable

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	American and world cultures.			
What does it mean?	This standard addresses cultural issues which can be analyzed in terms of content (e.g. how folk tales vary across different cultures) and structures (e.g. different cultures organize narratives differently). This standard can also serve to counterbalance NYS emphasis on reading non-fiction texts at the high school level		This standard addresses cultural issues which can be analyzed in terms of content (e.g. how folk tales vary across different cultures) and structures (e.g. different cultures organize narratives differently). This standard can also serve to counterbalance NYS emphasis on reading non-fiction texts at the high school level	

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## Standard 10: Expectations for Reading Literature and Reading for Information

### Reading Literature

### Reading for Information

K: Actively engage in group reading with purpose and understanding.	K: Actively engage in group reading activities with purpose and understanding
1 <sup>st</sup> : <u>With prompting and support</u> , read prose and poetry of appropriate complexity for grade 1.	1 <sup>st</sup> : <u>With prompting and support</u> , read informational texts appropriately complex for grade 1.
2 <sup>nd</sup> : By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.	2 <sup>nd</sup> : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the 2-3 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.
3 <sup>rd</sup> : By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3 <sup>rd</sup> : By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
4 <sup>th</sup> : By the end of the year, read and comprehend literature, including stories, dramas and poetry, in the grades 4-5 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.	4 <sup>th</sup> : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.
5 <sup>th</sup> : By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	5 <sup>th</sup> : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the 4-5 text complexity band independently and proficiently.
6 <sup>th</sup> : By the end of the year, read and comprehend literature, including stories, dramas and poems in the grades 6-8 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.	6 <sup>th</sup> : By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.
7 <sup>th</sup> : By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.	7 <sup>th</sup> : By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.
8 <sup>th</sup> : By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	8 <sup>th</sup> : By the end of the year, read and comprehend literary nonfiction at the high end of the 6-8 text complexity band independently and proficiently,
9 <sup>th</sup> -10 <sup>th</sup> : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.	9 <sup>th</sup> -10 <sup>th</sup> : By the end of grade 9, read and comprehend literary nonfiction in the grade 9-10 text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.
11 <sup>th</sup> -12 <sup>th</sup> : By the end of grade 11, read and comprehend literature, including stories, dramas and poems, in the grades 11-CCR text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.	11 <sup>th</sup> -12 <sup>th</sup> : By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR-text complexity band proficiently, <u>with scaffolding as needed</u> at the high end of the range.

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The **Language Standards** in the ELA CCLS, target different aspects of mastery of academic English. There are 6 Language Standards: *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking* (Standard 1); *Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing* (Standard 2); *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening* (Standard 3). Vocabulary knowledge is the focus of standards 4, 5 and 6 (Standard 4: *Determine and clarify the meanings of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized references materials as appropriate*; Standard 5: *Demonstrate understanding of word relationships and nuances in word meanings*; Standard 6: *Acquire and use accurately a range of general and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level, demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension and expression*).

In the BCCI, the expectations are presented without grade level equivalents. The structures have been organized according to language proficiency levels: Entering, Emerging, Transitioning, Expanding and Commanding. The underlying reason for this decision was to acknowledge that language development, particularly in language learners, will not always fall within grade level expectations. There are two considerations that have to be taken into account when analyzing the Language Standards:

1. Language development is incremental but not necessarily linear. The Language Standards take the stance that academic language development is linear and that specific structures are associated with specific grade levels. There is no research evidence to support this view.
2. In the BCCI, the assignment of the CCLS Language descriptors was done following grade level considerations. For instance, standards associated with lower grades were assigned to Entering and Emerging students. For instance, one of the expectations for PK standard 4 assigned to Entering students is: *Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)*. For the 11<sup>th</sup> and 12<sup>th</sup> grade band for the same standard, one of the expectations states: *Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases*. This last one was assigned to Commanding students. Teachers should take into account that this assignment was arbitrary, is not research based. An obvious consideration is that a Commanding student in fourth grade will not be the same as a 11-12 Commanding student.
3. In order to get a sense of the grade level expectations of the Language Standards, teachers should consult the ELA CCLS. In order to get a sense of the previous language structures that a student is expected to have mastered, teachers can consult the BCCI Language Standards.

The **Foundations of Reading Standards** are divided into Print Concepts (Standard 1); Phonological Awareness (Standard 2); Phonics and Word Recognition (Standard 3); Fluency (Standard 4). Standard 1 and 2 cover in the CCLS from PreK to 1<sup>st</sup> grade. Standards 3 and 4 cover up to 5<sup>th</sup> grade. In the BCCI, these standards are also presented without grade assignments. Teachers should consult both documents; the CCLS Foundation of Reading will provide them with a sense of grade level expectations. In order to get a sense of the previous skills that students are expected to have mastered, teachers can consult the BCCI Foundations of Reading.