

## **New Features of the CCSS across Grade Levels in Reading, Writing, Speaking/Listening, & Language**

***Anchor Standards*** – The College and Career Readiness Anchor Standards define the broad expectations across the contents and grade levels students must meet to be prepared for college and/or the work place. There are ten anchor standards in Reading; ten in Writing; six in Speaking and Listening; and, six in Language that are consistent across the grades and content areas. Subsequently, each Anchor Standard then includes Grade-Specific Standards.

***Literacy in History/Social Studies, Science and Technical Subjects Standards 6-12*** - The CCSS clearly identify Reading and Writing standards for content area instruction (grades 6-12) thus highlighting the need for shared responsibility for students’ literacy development. These literacy standards are intended to complement the content demands within each subject area.

***Strands***- The CCSS identify the four strands as: Reading, Writing, Speaking & Listening, and Language. These strands serve to unite all literacy components within English Language Arts.

***Language Strand***- The CCSS Language strand includes conventions of Standard English, knowledge of language, and vocabulary acquisition and use. Numerous Reading and Writing GLEs/GSEs are now categorized within the CCSS Language strand.

***Organizing Elements*** – The CCSS provide a structure within the Anchor Standards (and grade-specific standards) to encapsulate the big idea of focus. For example, the Speaking & Listening Organizing Elements include: Comprehension & Collaboration; Presentation of Knowledge & Ideas. This structure mirrors that of the GLE/GSE clusters.

### Shifts within Grades K-5 READING

- College & Career Readiness Anchor Standard #7, Reading: *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words*. The inclusion of this new standard recognizes the continuous evolution of diverse media and formats used in current society. Additionally, it also reflects the demands encountered when interacting with these new technologies. Note: CCR #7 is reflected within grade-specific standard #7, K-12.
- *Point of view* is introduced at an earlier grade level (beginning of grade 1) than our GLEs/GSEs (grade 3).
- The instructional emphasis for *shades of meaning* concept is second grade (L.2.5b) and is subsumed in later grades; whereas, the GLEs included shades of meaning in subsequent grades.
- More specificity is provided regarding *comparing and contrasting multiple texts* (Standard #9). Comparing and contrasting texts was indeed included within the GLEs, however, the CCSS more clearly define/articulate the student expectation.
- As noted, the CCSS's organizational structure mirrors that of the GLEs/GSEs; however, the CCSS include an additional strand: Language. Several **Reading** GLEs/GSEs are now included within this strand.

### Shifts within Grades 6-12 READING

- Text types are more clearly articulated and identified, including many new types: digital texts, US documents of historical significance, soliloquies, sonnets, artistic mediums, etc.
- College & Career Readiness Anchor Standard #7, Reading: *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words*. The inclusion of this new standard recognizes the continuous evolution of diverse media and formats used in current society. Additionally, it also reflects the demands encountered when interacting with these new technologies. Note: CCR #7 is reflected within grade-specific standard #7, K-12.
- *Evaluation of various aspects of informational texts* is introduced at an earlier grade, grade six; verses grade 12 within the GLEs/GSEs.
- More specificity is provided regarding *comparing and contrasting multiple texts, analyzing author's craft and its implications, and analyzing nuances of word choices*. All were included within the GLEs/GSEs; however, the CCSS clearly define/articulate the student expectations.
- More specificity is provided regarding author's craft (e.g., why a text was written, why words were selected, style of presentation).
- More specificity is provided regarding author's nuances of word choice (e.g., impact of word choice on meaning and tone).
- The CCSS's organizational structure mirrors that of the GLEs/GSEs; however, the CCSS include an additional strand: Language. Several Reading **vocabulary** GLEs/GSEs are now included within this strand.

### **Shifts within Grades K-12 WRITING**

- *Argument* writing is separated out from other forms of informational writing and includes instruction beginning in kindergarten.
- *Keyboarding skills* and *use of technology to produce and publish, interact and collaborate* are now specifically articulated within the CCSS. The use of technology begins in kindergarten and keyboarding begins in grade 3.
- Less of an emphasis on poetry and reflective essays in comparison to GLEs/GSEs.
- The CCSS emphasize research within writing and having students use research to build and present knowledge; whereas, the GLEs/GSEs included the emphasis within Reading.
- Use of dialogue in writing is introduced at an earlier grade level (grade 3) than our GLEs/GSEs (grade 5).
- The organizational structure of the CCSS mirrors that of the GLEs/GSEs; however, the CCSS include an additional strand: Language. **Written Communication** GLEs/GSEs (W-1 & W-9) are now included within this strand.