

COMMON CORE STATE STANDARDS

TIMOTHY SHANAHAN
UNIVERSITY OF ILLINOIS AT CHICAGO
WWW.SHANAHANONLITERACY.COM

Timothy Shanahan

- Professor, Urban Education, University of Illinois at Chicago
- Former director, Chicago Public Schools
- Past President, International Reading Association
- Member of the National Reading Panel
- Chair, National Early Literacy Panel
- Chair, National Literacy Panel for Language Minority Children and Youth
- Member, Common Core Standards K-12 Development Team (ELA)



History of Standards

- **1989** – National Governors Association gives birth to the standards movement
- **1990** – National Education Goals Panel established
- **1996** – Achieve, Inc. launched
- **2001** – No Child Left Behind becomes law
- **2009** – Common Core State Standards effort
- **2010** – Common Core State Standards



Source of the Standards

- National Governors Association
- Council of Chief State School Officers
- Gates Foundation Support
- U.S. Department of Education (Race to the Top)

Purpose of common standards

- To improve U.S. educational attainment by focusing schools on higher learning goals
- To standardize educational opportunity
- To focus attention on fewer, higher, better standards (more on outcomes than on processes)



Status update

- Draft standards issued in February, 2010
- 37 states have signed on
- Final revisions pending
- State adjustments (15%)
- Testing plan (Reach to the Top Assessment)



Curriculum Coverage & Structure

- English Language Arts
- Mathematics
- No other areas of the curriculum slated for inclusion at this time
- Small number of college and career readiness standards organized within themes/categories
- Backmapping (K-12) to show how attainment can be accomplished

What makes these standards special?

- Independent analysis indicates that they are more rigorous/demanding than the standards of 37 states
- That they are held in common by so many states should mean less tailoring of textbooks and assessments
- Internationally benchmarked
- They go through grade 12 (ACT report)
- Increased stress on expository text, critical reading, and use of technology
- Emphasis on disciplinary literacy in the upper grades
- Recognition of importance of text difficulty
- Recognition of value of canonical text

English Language Arts

- Reading
- Writing
- Speaking and Listening
- Language (conventions and vocabulary)
- Reading (foundational skills – K-3)

Reading Themes/Categories

- A. Key ideas and details
- B. Craft and structure
- C. Integration of knowledge and ideas
- D. Range and level of text complexity



Key Ideas and Details

- *What did the author say?*
- Students should be able to determine what texts say explicitly and be able to summarize them (including central ideas/themes, how ideas and characters develop and interact), making logical inferences, and citing textual evidence to support conclusions.



Craft and Structure

- *How did the author say it?*
- Students should be able to interpret the meanings of words and phrases and the structure of texts to determine how they affect meaning or tone, and how points of view and purpose shape content and style.



Integration of Knowledge and Ideas

- *How do I evaluate what the author has told me and how can I go beyond what the author has told me?*
- Students should be able to synthesize and compare information from print and digital sources, and critically evaluate the reasoning and rhetoric of a text.



Range and Level of Text Complexity

- *How challenging and varied is the text?*
- Students should be able to read complex texts proficiently for a variety of purposes.



Writing: Themes/Categories

- Text types and purposes
- Production and distribution of writing
- Research to build knowledge
- Range of writing



Text Types and Purposes

- *Students should be able to write effective arguments, informative/explanatory texts, and narratives.*



Production and Distribution of Writing

- *Students should be able to make their texts appropriate to varying task demands, purposes and audiences (using writing processes and technology).*



Research to Build Knowledge

- *Students should learn to conduct research, gathering relevant information from multiple sources (judging their credibility and accuracy), and using the information in their writing.*



Range of Writing

- *Students should be able to produce quality writing under a range of circumstances and demands.*



Speaking and Listening Themes/Categories

- Comprehension and collaboration
- Presentation of knowledge and ideas



Comprehension and Collaboration

- *Students should learn to participate effectively in oral interactions, integrating and evaluating information, and evaluating the speaker's message, perspective, and rhetoric.*



Presentation of Knowledge and Ideas

- *Students should learn to present information in clear and appropriate ways, to use digital media and other displays to support such presentations, and to adapt speech to the demands of a variety of contexts and tasks.*



Language Themes/Categories

- Conventions of writing and speaking
- Vocabulary acquisition and use



Conventions of Writing and Speaking

- *Students should learn to use appropriate grammar and usage, capitalization, spelling, and punctuation, and to make effective word and sentence structure choices to convey meaning effectively.*



Vocabulary Acquisition and Use

- *Students should determine the meaning of words and phrases, understand the nuances of words and the relationships among words, using grade level academic vocabulary.*



Foundational Reading Skills (K-3)

- Phonics and word recognition
- Fluency



Phonics and Word Recognition

- *Students should learn to apply grade level phonics and word analysis skills.*



Fluency

- *Students should learn to read with sufficient accuracy and fluency to support comprehension.*



Backmapping: Reading Key Ideas

- With prompting and support, ask and answer questions about details/information and events in literature and informational text (K)
- Ask and answer questions about key details/information and events in literature and informational text (1)
- Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details/information and events in literature and informational text (2)
- Ask and answer questions to demonstrate understanding, explicitly using the text (literary and informational) as the basis for answers (3)

Backmapping: Reading Key Ideas (cont.)

- Draw on details and examples from a text to support statements about the literary and informational texts (4)
- Quote from literary and informational texts to support statements about the text (5)
- Cite specific textual evidence to support analysis of what the literary and informational texts say explicitly as well as inferences drawn from the texts (6)
- Cite several sources of textual evidence when useful to support analysis of what literary and informational texts say explicitly as well as inferences drawn from the text (7-8)
- Cite specific textual evidence (in social studies/history) to support analysis of primary and secondary sources (6-8)
- Cite specific textual evidence to support analysis of scientific and technical texts (6-8)

Backmapping: Reading Key Ideas (cont.)

- Cite evidence in literary/informational texts that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text (9-10)
- Cite specific textual evidence (in history/social studies) to support analysis of primary and secondary sources, attending to such features as the date and origin of the information (9-10)
- Cite specific textual evidence to support analysis of scientific and technical text, including analysis of the precise details of explanations or descriptions (9-10)
- Cite strong and thorough textual evidence (literary, informational) to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain (11-12)
- Cite specific textual evidence (in history/social studies) to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (11-12)
- Cite specific textual evidence to support analysis of scientific and technical texts, including analysis of important distinctions the author makes between ideas or pieces of information (11-12)

What do you notice about the progression?

- The skills get more specific and demanding
- Recognition of details as a support to broader interpretation of text
- Text difficulty (including ambiguity) is a critical criterion in determining the progression
- There is an emphasis on informational text from the earliest grades
- The special consideration of science and history/social studies
- The strong stress on using information as evidence

Backmapping: Integration of Knowledge and Ideas

- Compare and contrast the adventures of characters in familiar stories and (with prompting and support) recognize basic similarities in and differences between two texts on the same topic (K)
- Compare and contrast two or more versions of the same story by different authors or from different cultures and identify similarities in and differences between two texts on the same topic (1)
- Compare and contrast characters or events from different stories addressing similar themes and describe similarities in and differences between two texts on the same topic (2)
- Compare and contrast the plots, setting, and themes of stories written by the same author about the same or similar characters and differences between two texts on the same topic (3)

Backmapping: Integration of Knowledge and Ideas (cont.)

- Compare and contrast thematically similar tales, myths, and accounts of events from various cultures and describe how two or more texts on the same subject build on one another, providing a coherent picture of the information they convey (4)
- Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and traditional literature from different cultures and integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably (5)
- Analyze stories in the same genre, comparing and contrasting their approaches to similar themes and topics (6)
- Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (7)

Backmapping: Integration of Knowledge and Ideas (cont.)

- Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history (8)
- Analyze the relationship between a primary and secondary source on the same topic in history/social studies (6-8)
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a science text on the same topic (6-8)
- Analyze a wide range of 19th and early 20th century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period (9-10)

Backmapping: Integration of Knowledge and Ideas (cont.)

- Compare and contrast treatments of the same topic in several primary and secondary sources in history/social studies (9-10)
- Compare experimental findings presented in a text to information from other sources, noting when the findings support or contradict previous explanations or accounts in science (9-10)
- Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare) (11-12)
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources in history/social studies (11-12)
- Integrate information from diverse sources into a coherent understanding of a scientific concept, process, or phenomenon, noting discrepancies among sources (11-12)

What do you notice about the progression?

- The emphasis on multiple texts from earliest grade levels
- The inclusion of other kinds of information, particularly in science
- Emphasis on canonical literary works
- Requirements for analysis, synthesis, and comparative evaluation

Text Complexity

- The independence of skills and text complexity
- Three-part model for measurement
 1. Qualitative dimensions
 2. Quantitative dimensions
 3. Reader and task considerations



Qualitative Dimensions

- Those aspects of text difficulty best measured by an attentive reader:
- **Levels of meaning:** texts with single clear, explicit meanings are easier than texts with multiple, implicit, hidden, or obscure meanings
- **Structure:** low structural complexity (simple, well-marked, conventional structures) vs. high complexity (complex, subtle, unconventional structures); role of graphics
- **Language conventionality/clarity** (literal, clear, everyday language vs. figurative, ironic, ambiguous, purposely misleading, archaic, or unfamiliar language)
- **Knowledge demands:** texts that make few assumptions about readers' life experiences versus texts that make many such assumptions



Quantitative Dimensions

- Word frequency
- Sentence length
- Text cohesion
- Lexile Framework
- Coh-Metrix (text cohesion, abstractness of words, etc.)



Text Selection

- Lexiles
- But adjusted by the factors measured by Coh-Metrix and teacher judgments based on knowledge of students
- Exemplars are provided



History and Science Reading

- Not just reading standards imposed on history and science, but disciplinary considerations were central
- Consideration of author in history text (comparing author's points of view, or how an author makes claims, or refines vocabulary meaning, etc.)
- While in science it is more about analysis of investigations and determining what is known and not known
- Need to consider graphical information, not just prose



Multiple Texts

- Compare and contrast the adventures of characters in familiar stories (K)
- With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions) (K)
- Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types (1)
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures (1)
- Identify similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions) (1)
- Compare and contrast characters or events from different stories addressing similar themes (2)
- Describe similarities in and differences between two texts on the same topic (2)

Multiple Texts

- Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters (e.g., in books in a series) (3)
- Compare and contrast information drawn from two texts on the same subject (3)
- Compare and contrast thematically similar tales, myths, and accounts of events from various cultures (4)
- Describe how two or more texts on the same subject build on one another; provide a coherent picture of the same information they convey (4)
- Compare the treatment of similar ideas and themes (e.g., opposition of a good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures (5)
- Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably (5)

Multiple Texts

- Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics (6)
- Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts (6)
- Analyze a specific case in which a modern work of fiction drawn on patterns of events or character types found in traditional literature (7)
- Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation (7)
- Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history (8)
- Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts (8)
- Analyze the relationship between a primary and secondary source on the same topic (History, 6-8)
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic (Science, 6-8)

Multiple Texts

- Analyze a wide range of 19th and early 20th century foundational works of American literature, comparing and contrasting approaches to similar idea or themes in two or more texts from the same period (9-10)
- Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation (9-10)
- Compare and contrast treatments of the same topic in several primary and secondary sources (9-10, History)
- Compare experimental findings presented in a text to information from other sources, noting when the findings support or contradict previous explanations or accounts (9-10, Science)
- Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare) (11-12)
- Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information (11-12)

Multiple Texts

- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (11-12)
- Integrate information from diverse sources (e.g., video, multimedia sources, experiments, simulations) into a coherent understanding of a concept, process, or phenomenon, noting discrepancies among sources (11-12)

For more information

- <http://www.corestandards.org/>

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