🍎 ELA CCGPS
FACTS AND TERMS AT A GLANCE

BALANCED LITERACY - ELA K-5 planning templates and units contain the following disclaimer, "This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundation standards (RF), while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction." Components of a balanced literacy program should include a scaffolded approach that creates a gradual release of responsibility from the teacher to the student for using the following elements:

- Direct instruction (read aloud-think aloud and modeled mini-lessons for writing)
- Shared reading and writing
- Guided reading and writing
- Independent practice in reading and writing

EXTENDED TEXT - The "extended" in this term means that the study of the text will be revisited throughout the 9 week period in order to facilitate and illustrate what a deep exploration of a text entails. "Extended" does not necessarily mean that the text has more than a certain number of pages, but it does mean that this text must be complex and significant enough in scope that it can serve as an anchor for repeated close readings that provide a thematic unity to the unit of instruction.

CLOSE READING - Close reading is a concept that may be understood colloquially or academically and so can be defined in different ways. Even in a strictly academic sense, there are varying ideas about what close reading truly entails. For our purposes in implementing the CCGPS, we consider close reading to have five levels/elements:

- Paraphrase the text sentence by sentence (by chunks)
- Summarize a piece of text, paragraph by paragraph
- Analyze the text (purpose, questions, information, inferences, concepts, assumptions, implications and point of view)
- Evaluate the text (clarity, precision, accuracy, logic, breadth, relevance, significance, and fair-mindedness)
- Place yourself in the position of the author; consider another's perspective by thinking the way the author might think

The following video provides a good model for close reading:
http://engageny.org/resource/close-reading-of-text-mlk-letter-from-birmingham-jail/

ARGUMENTATIVE ESSAY - In their common use as adjectives, the words "persuasive" and "argumentative" can be synonymous. In English Language Arts, there are subtle but very important differences in these two descriptors. Generally speaking, a persuasive essay may focus on emotional appeals and appeals to authority (pathos and ethos), using rhetorical strategies not primarily based in the citation of facts or factual evidence. Argumentative essays and formal debate tend to depend more heavily on the citation of established facts (logos), and so are more text and research-based and depend on slightly more sophisticated rhetorical strategies to affect a strong response from the reader or listener.

ESSENTIAL QUESTION - Essential questions are "important questions that recur throughout all our lives." They are "broad in scope and timeless by nature. Essential questions refer to "core ideas and inquiries within a discipline." They "point to the core of big ideas in a subject and to the frontiers of technical knowledge. They are historically important and alive in the field." Essential questions help "students effectively inquire and make sense of important but complicated ideas, knowledge, and know-how — a bridge to findings that experts may believe are settled but learners do not yet grasp or see as valuable." Essential questions "will most engage a specific and diverse set of learners." They "hook and hold the attention of *your* students." (from Wiggins and McTighe)

Examples of effective Essential Questions:

- Must a story have a beginning, middle, and end?
- Must a story have heroes and villains?
- Do we always mean what we say and say what we mean?

EVIDENCE – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

FOCUSED QUESTION – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

FORMAL ENGLISH – See S*tandard English*

GENERAL ACADEMIC WORDS AND PHRASES/VOCABULARY – Vocabulary common to written texts but not commonly a part of speech. Common Core places general vocabulary into three tiers, defined as follows:

- Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

- Tier Two words (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative*, *vary*, *formulate*, *specificity*, and *accumulate*), technical texts (*calibrate*, *itemize*, *periphery*), and literary texts (*misfortune*, *dignified*, *faltered*, *unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

- Tier Three words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava*, *carburetor*, *legislature*, *circumference*, *aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

For more information on identifying tiers of vocabulary go to the following site:

http://www.corestandards.org/assets/Appendix_A.pdf
Pages 33-34

INDEPENDENT(LY) – A student performance done without scaffolding from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without scaffolding, as in an assessment.

MORE SUSTAINED RESEARCH PROJECT – An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

POINT OF VIEW – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.

PRINT OR DIGITAL (TEXTS, SOURCES) – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both.

PROFICIENT(LY) – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent(ly)*, *scaffolding.*

REVISING – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting.*

REWRITING – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*.

SCAFFOLDING – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own.

SHORT RESEARCH PROJECT – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.

SOURCE – A text used largely for informational purposes, as in research.

STANDARD ENGLISH – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2.

GRAMMAR - In the ELA CCGPS Language strand, grade level specific skills for conventions and usage are explicitly stated. However, it is intended that these skills are taught within the context of mentor texts and mini-lessons and then applied by students in writing and speaking. The standards are written with integration in mind, so that students hear, read, write about, and converse using grade appropriate grammar. Drill and practice of skills in isolation will not meet the expectations of the Common Core language standards.

INFORMATIONAL TEXTS - Informational text is any non-fiction text. This could include essays such as those by Mark Twain, Jack London, or David Sedaris. It can also include memoir, biography, and autobiography. Newspapers, magazines, and professional journals are good sources of informational text, as is literary criticism. Instruction, directions, recipes, and other types of texts found in daily life can also be instructive as informational text. One half of all texts read in ELA class (K-8) should be informational text. This is not intended to discount the extremely important place of literature (drama, novels, poems, etc.) in the ELA classroom. Informational texts should flow and connect naturally with the themes of the literary choices, enhancing students' enjoyment and understanding of all texts.

RIGOR AND EXPECTATIONS - When Common Core talks about rigor, it is usually understood to mean cognitive demand and complexity. The following chart provides good benchmarks for recognizing levels of cognitive demand (from Norman L. Webb, Wisconsin Center for Education Research, http://facstaff.wcer.wisc.edu/normw/)

DOK LEVEL	DOK DEFINITION	DOK EXAMPLES
DOK-1 – Recall & Reproduction	Recall of a fact, term, principle, concept, or perform a routine procedure.	Recall elements and details of story; structure, such as sequence of events, character, plot and setting; Conduct basic mathematical calculations; Label locations on a map; Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly; Describe the features of a place or people.
DOK-2 - Basic Application of Skills/Concepts	Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs.	Identify and summarize the major events in a narrative; Use context cues to identify the meaning of unfamiliar words; Solve routine multiple-step problems; Describe the cause/effect of a particular event; Identify patterns in events or behavior; Formulate a routine problem given data and conditions; Organize, represent and interpret data.
DOK-3 - Strategic Thinking	Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer.	Support ideas with details and examples; Use voice appropriate to the purpose and audience; Identify research questions and design investigations for a scientific problem; Develop a scientific model for a complex situation; Determine the author's purpose and describe how it affects the interpretation of a reading selection; Apply a concept in other contexts.
DOK-4 - Extended Thinking	An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions; Apply mathematical model to illuminate a problem or situation; Analyze and synthesize information from multiple sources; Describe and illustrate how

common themes are found across texts from different cultures; Design a mathematical model to inform and solve a practical or abstract situation.

TEXT COMPLEXITY AND LEXILE - We recommend the use of a three-pronged approach to evaluating text complexity. It is important not to rely on Lexile score in isolation. The DOE Text Complexity rubric addresses the three aspects of text complexity required for consideration in Common Core Appendix B: qualitative, quantitative, and reader/task match. Each of these three dimensions includes specific relevant categories, each of which is listed with a short explanation to assist users in making the best possible determination. The rubric is available on the CCGPS tab at GeorgiaStandards.Org.

THEMATICALLY CONNECTED SHORT TEXTS - Texts both long and short should have thematic connections. See the DOE sample unit frameworks for examples of how these connections are established.

SEPARATE READING AND ELA INSTRUCTION IN MIDDLE SCHOOL - For schools that have separate cohorts for reading and ELA instruction, we would recommend a strong collaboration between the teachers of those classes in order to integrate the instruction and the student performance tasks as much as possible. A strong element of the CCGPS is the integration of reading and writing at every level. To separate these elements of communication is not an ideal circumstance for effective instruction. It can however, be turned to your advantage because you will have more time in your instructional day to deal with language arts overall. We recommend that instead of separating the strands from one another you simply bring a stronger focus to the reading or writing portion of the skill set as appropriate, but always integrate them in both classes wherever possible.

STUDENT WRITING/GRADING WRITTEN ASSESSMENTS - Rubrics for grading all types of assignments in CCGPS are easily created by simply cutting and pasting the standards you wish to assess into a table that has been created to include a "Does Not Meet," "Meets," and an "Exceeds" column. Because of the streamlined nature of the standards, they are easy to manipulate and several may be included in a rubric. This method not only enforces the use of the "language of the standards," but also allows you to easily craft rubrics that assess whatever standard(s) you may wish to focus on for a given assignment.

CCGPS demands a great deal of student writing. Teachers who have assigned a smaller number of major writing assignments in order to be able to provide very extensive feedback on each paper may need to adjust the ways in which they think about that balance. It is important that students have the opportunity to produce the writing of the types and amounts that will be required of them as they move into college and careers. While extensive feedback can and should be given on several assignments throughout the year, some assignments may benefit from several rounds of peer feedback or from being the focus of a writer's workshop instead. Some of the major analysis pieces that are required of students might be presented as multi-modal group presentations. Additionally, you may craft your rubrics so that you narrow the focus on some of the required papers, grading them for specific skill sets.