

July 2010 Common Core Workgroup ELA Recommendations

July Workgroup Grade-Level Additions for Inquiry

Note: The highlighted sentences represent the recommended K-12 grade-specific additions.

Speaking and Listening Standards K-5

Grade 5 students:

Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- e. Seek to understand and communicate with individuals of different perspectives and cultural backgrounds.
- f. Use their experience and their knowledge of language and cultures to think analytically, address problems creatively, and advocate persuasively.

Reading Standards for Informational Text 6-12

Grade 6

Standard 9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- a. Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively.

Grade 7

Standard 9: Analyze 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.

a. Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively.

Grade 8

Standard 9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

a. Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively.

Grades 9-10

Standard 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

Grades 11-12

Standard 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

Writing Standards 6-12

Grades 9-10

Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Note: the following expectation should precede the list below):

Explore and inquire into areas of interest to formulate an argument.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 11-12

Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Note: the following expectation should precede the list below):

Explore and inquire into areas of interest to formulate an argument.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening Standards 6-12

Grade 6

Standard 2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

a. Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively.

Grade 7

Standard 2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

a. Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively.

Grade 8

Standard 2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

a. Use their experience and their knowledge of language, cultures, and logic to think analytically, address problems creatively, and advocate persuasively.