Directions for using sheet containing all
Common Core State Standards for each grade level, K-5

Resources can be downloaded at:
http://literacy.lausd.net/elementary/elementary-k-56 (scroll to bottom of page)

1. Print each page using 11 X 17 inch paper. Do not print copies on front/back because you cannot look at each grade level’s standards side-by-side and see the linear progression across grade levels (how the standard changes from Kindergarten to Grade 5).

2. Select page(s) that contain the grade level standards appropriate to your needs.

3. Work independently or preferably in a small group so you can engage in collaborative discussions about standards.

4. Locate the heading for each of the 4 different STRANDS in CCSS: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language, and locate additional standards for Foundational Skills.

5. Notice that each strand includes standards per grade level. The standards are END OF YEAR OUTCOMES that teachers introduce, provide instruction and guided practice to help students ACHIEVE the standards.

6. Choose a strand of Standards and read each standard aloud, attending to words that represent key details. Determine the implication for role of teacher and students. Identify roles; who is responsible for what?
   a. Determine if the students will receive more or less teaching, modeling and support.

7. Use a yellow highlighter and highlight only the VERB(s) in each standard.
   a. The verb identifies teacher and student performance expectations. Determine if the teacher providing early introduction, guided practice, or teaching toward mastery. In other words, what is the intensity of teacher’s instruction according to the verb?
   b. Engage in collaborative discussions about the meaning of verbs, using a dictionary to clarify and support discussions about the level of mastery indicated in a Standard.
   c. Decide what level of mastery the student is expected to perform and discuss what that will look like in terms of classroom performance.
   d. If the verb does not imply mastery, look across the Standards in subsequent grade levels and determine where students are expected to demonstrate mastery.

8. Use a light blue highlighter and highlight only a few KEY WORDS (nouns) that identify the big idea or instructional purpose or outcome for each standard (avoid highlighting too many words; no adjectives or adverbs need to be highlighted). As you review and discuss the standards repeatedly. Only a few key words will help you recall the information.

9. Look across the standards in each grade level to see the progression and how skills develop over time. Discuss what instructional routines and procedures will be assistive for helping students achieve the standard.

10. Draw lines and connect similar standards in the ELA and Math, or Literacy for History, Social Studies, Science and Technological Subjects. Integrate instruction and practice to help students achieve the performance outcomes in the Standards.

Vicki Gibson, Ph.D., www.gha-pd.com
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Look at SPEAKING AND LISTENING STANDARDS and the first LANGUAGE standard (demonstrate command of English language).

1. Notice that many of the Speaking and Listening Standards can be taught and practiced during instructional routines, either ELA or Math.
2. Mark which standards could be used together in a lesson. Prioritize and list the standards; forming an instructional routine that you may follow when modeling how to approach and perform a task (reading the directions, discussing concepts or procedures, etc.).
3. Notice that the Speaking and Listening Standards support the first Language standard. Provide explicit instruction, modeling, and practice to identify “agreed upon rules for discussions”, clarifying what word choice, voice tone and level are appropriate for use in your classroom.
4. Encourage students to respond using correct grammar in complete sentences while remaining on the topic under discussion through multiple exchanges.
5. Role-play collaborating with a partner or in a small group, passing a beanbag or small object from partner to partner as the speaker role changes. This helps students internalize the sharing timing and pacing in a conversation.

A FEW MORE TIPS

1. Establish common routines and procedures across classrooms in all grade levels for classroom management and instruction and practice.
2. Encourage collaboration amongst teachers in all grade levels to ensure consistency in the use of procedures, rules, or strategies, to avoid having students learn and unlearn work habits.
3. Have teachers share information and model best practices so instruction and practice activities are focused on achieving the same outcome or standard, and procedures and work habits are more consistently taught and applied across grade levels.
4. Have teachers prepare lesson plans and materials needed for instruction and practice for two weeks in advance. Encourage teachers to share the work required to prepare materials.
5. Have teachers discuss how what will be taught in small versus whole group and methods that will be used to monitor students’ progress and differentiate instruction to enhance comprehension and learning.

STUDENTS NEED INSTRUCTION AND PRACTICE SO THEY LEARN TO:

- Listen attentively, waiting for a turn to speak
- Speak respectfully using acceptable word choices and voice tones and levels
- Speak using evidence from text, or other sources, to support opinions or inferences
- Work collaboratively in small groups and independently
- Monitor pacing to complete work with sufficient time to review, edit, or revise.