

**Albuquerque Public Schools
Common Core State Standards
English Language Arts & Literacy in History/Social Studies, Science and
Technical Subjects
Introduction to the Units of Study**

The Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects are designed to ensure that all students are college and career ready in literacy no later than the end of high school. The CCSS are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked.

The structure of the ELA CCSS Standards document is represented in the chart below. Each College and Career Readiness Anchor (CCRA) Standard has an accompanying grade-specific standard translating the broader CCRA statement into grade-appropriate end-of-year expectations.

| College and Career Readiness Anchor (CCRA) Standards | K-5 English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Standards | English Language Arts Standards Grades 6-12 | 6-12 Literacy in History/ Social Studies, Science, and Technical Subjects Standards |
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| Reading (CCRA.R) | Reading Literature (RL) Reading Informational Text (RI) Reading Foundational Skills (RF) | Reading Literature (RL) Reading Informational Text (RI) | Reading for Literacy in History/Social Studies 6-12 Reading for Literacy in Science/Technical Subjects 6-12 |
| Writing (CCRA.W) | Writing (W) | Writing (W) | Writing for Literacy in History/Social Studies/Science and Technical Subjects 6-12 |
| Speaking and Listening (CCRA.SL) | Speaking and Listening (SL) | Speaking and Listening (SL) | |
| Language (CCRA.L) | Language (L) | Language (L) | |
| Appendix A, B, and C – Research and resources supporting key elements of the standards. | | | |

The Units of Study have been developed by APS classroom teachers, based on the CCSS. The CCSS define what all students are expected to know and be able to do. The purpose of the units of study is to provide a guaranteed and viable curriculum for students across the district. The units incorporate all of the grade level specific standards, clustering them together into cohesive instructional units, and are presented in a developmentally appropriate sequence throughout the year. The number of instructional days for each unit allows adequate time for instruction in the content and administration of the performance task. The units of study provide the scope and sequence of the standards. Teachers will design and deliver instruction by connecting the standards with district approved core instructional materials and supplemental resources.

The standards in each unit are selected from the strands of the CCSS, which correspond to the anchor standards. All standards for each grade level will have been addressed by the end of the school year. The standards identified in each unit are prioritized for instruction as: *Focus, Reinforce/Support, or Recur* standards.

| College and Career Readiness Anchor Standards | ELA Strands |
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| <ul style="list-style-type: none"> • Reading | <ul style="list-style-type: none"> • Reading Standards for Literature • Reading Standards for Informational Text • Reading Standards: Foundational Skills (Grades K-5 only) |
| <ul style="list-style-type: none"> • Writing | <ul style="list-style-type: none"> • Writing Standards |
| <ul style="list-style-type: none"> • Speaking and Listening | <ul style="list-style-type: none"> • Speaking and Listening Standards |
| <ul style="list-style-type: none"> • Language | <ul style="list-style-type: none"> • Language Standards |

At the end of each Unit of Study, an assessment will be provided that aligns to the CCSS addressed in the unit. This assessment will be a Performance Based Task that is modeled after one of the three prototypes developed by PARCC: Research Simulation Task, Narrative Task, and Literary Analysis Task. For more information about the tasks, visit the PARCC website:

<http://www.parcconline.org/samples/item-task-prototypes>.

Students in grades 3-11 will complete three tasks on the Performance Based Assessment of the PARCC exam in the Spring of 2015. Incorporating these performance tasks into classroom learning now will ensure that students are exposed to these types of tasks. Additionally, teachers will be able to provide feedback to students based on their performance on these tasks.

The units of study are living documents that teachers will continue to reflect upon throughout the implementation of the Common Core State Standards. Best practice for implementing the units centers around collaborative professional conversations. These may take place in grade level, department, or Professional Learning Community settings.

The chart below describes each component of the Unit of Study.

| Grade: X | Units of Study (Grading Period) English Language Arts Number of Instructional Days | Unit X |
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| The header contains the title of the unit, grade level, unit number, grading period (trimester/quarter/semester) and number of instructional days to complete the unit and the performance task. | | |

| Overview |
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| The overview contains a narrative describing the major content and concepts students will encounter in the unit. |
| Anchor Standards |
| The anchor standards are College and Career Readiness standards that prepare students for college and the workforce. |
| Concepts to Be Learned and Skills to Be Used |
| The “unwrapped” version of the standard identifies what students must know and be able to do, highlighting the skills and knowledge for each focus standard in the unit. |
| Essential Questions |
| These standards-based questions are provided to students during instruction and/or for formative assessment. The questions are designed to be open-ended, require a constructed response, and may lead students to conceptual understandings addressed in the performance task. |
| Assessment |
| The assessment is performance based, aligned to the unit, and modeled after the prototypes developed by PARCC. |

| Written Curriculum |
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| This section lists the standards selected for the unit, organized by priority. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s instruction. The standard is taught in its entirety in a later unit. The priority notations are: <ul style="list-style-type: none"> • Focus (F) – standards that are explicitly taught in the unit • Reinforce/Support (S) – standards that support and extend the focus standards • Recur (R) – standards that are present in multiple units; not explicitly taught, but are addressed during lesson planning To deliver instruction, teachers incorporate content material from core instructional materials, supplemental materials, and other resources. |

| Clarifying the Standards |
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| This is an analysis of prior, current, and future learning. This section notes the alignment of the standards across a span of three years. This vertical progression can assist in developing differentiated instruction, which includes intervention and extension activities. |

| Resources |
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| This section contains print and digital resources that will support instruction. Current research is often cited. Information from the ELA Appendix A, B, and C. <ul style="list-style-type: none"> • Appendix A – Research supporting key elements of the standards • Appendix B – Text exemplars and sample performance tasks • Appendix C – Samples of student writing Challenging concepts and new terminology that students will encounter are identified so the teacher can make instructional decisions to best support student learning. A glossary of terms has been developed by APS teachers. |