

Anchor Standards Reading

Key Ideas and Details

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Anchor Standards Writing

Text Types and Purposes¹

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Anchor Standards Speaking & Listening

Comprehension and Collaboration

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Anchor Standards Language

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

RI.CCR.3	CCR Anchor Standards Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	=
RI.11-12.3 Grade 11-12 students:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	+
RI.9-10.3 Grade 9-10 students:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	+
RI.8.3 Grade 8 students:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	+
RI.7.3 Grade 7 students:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	+
RI.6.3 Grade 6 students:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	+
RI.5.3 Grade 5 students:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	+
RI.4.3 Grade 4 students:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	+
RI.3.3 Grade 3 students:	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	+
RI.2.3 Grade 2 students:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	+
RI.1.3 Grade 1 students:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	+
RI.K.3 Kindergarten Students:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	+

Sample Performance Task for...

Stories, Drama, and Poetry (6-8)

Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson's *The Tale of the Mandarin Ducks* to support their analysis of the perils of vanity. [RL.6.1]

Students analyze how the opening stanza of Robert Frost's "The Road Not Taken" structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text. [RL.6.5]

Students explain how Sandra Cisneros's choice of words develops the point of view of the young speaker in her story "Eleven." [RL.6.6]

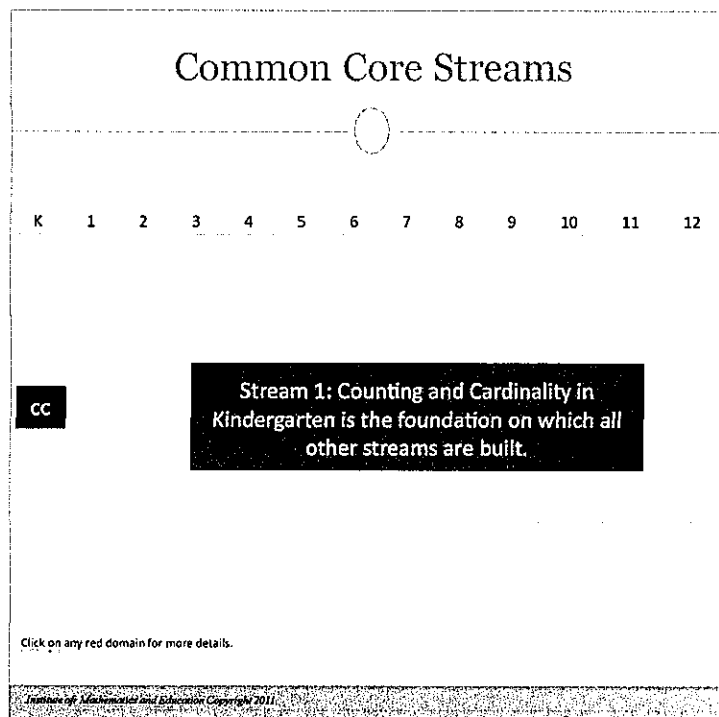
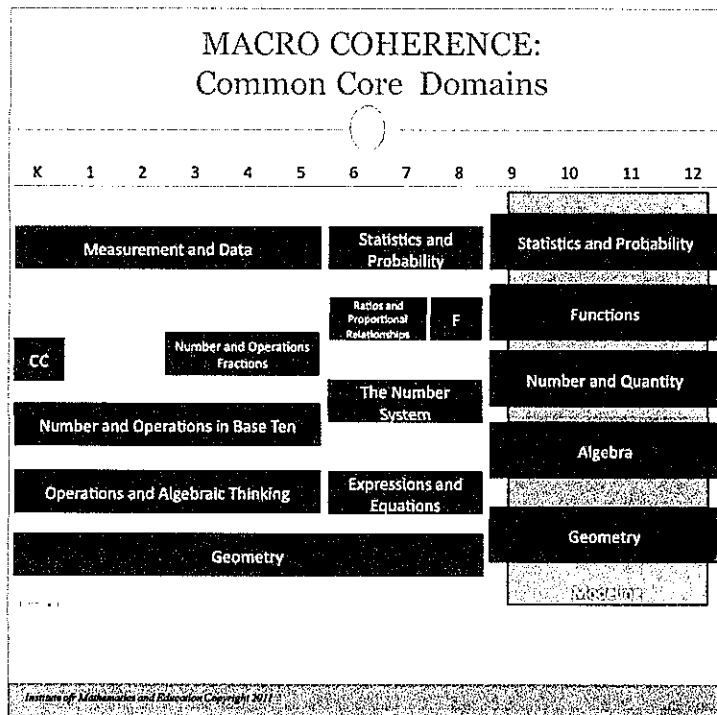
Students compare and contrast the effect Henry Wadsworth Longfellow's poem "Paul Revere's Ride" has on them to the effect they experience from a multimedia dramatization of the event presented in an interactive digital map (<http://www.paulreverehouse.org/ride/>), analyzing the impact of different techniques employed that are unique to each medium. [RL.6.7]

Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number*. [RL.7.3]

Students compare and contrast Laurence Yep's fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]

Students summarize the development of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting, and plot. [RL.8.2]

Students analyze Walt Whitman's "O Captain! My Captain!" to uncover the poem's analogies and allusions. They analyze the impact of specific word choices by Whitman, such as *rack* and *grim*, and determine how they contribute to the overall meaning and tone of the poem. [RL.8.4]



From UCLA Dept. of Mathematics, Michelle Sidwell + Heather Dallas
 Curtis Center for Math and Teaching (presentation to CTA
 Summer Institute 2012)

Common Core Streams

K 1 2 3 4 5 6 7 8 9 10 11 12

Stream 2: Algebraic Thinking

Number and Operations
Fractions

The Number
System

Number and Operations in Base Ten

Algebra

Operations and Algebraic Thinking

Expressions and
Equations

Click on any red domain for more details.

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Common Core Streams

K 1 2 3 4 5 6 7 8 9 10 11 12

Stream 3: Number and Quantity

Number and Operations
Fractions

The Number
System

Number and Operations in Base Ten

Number and Quantity

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Common Core Streams



K 1 2 3 4 5 6 7 8 9 10 11 12

Stream 4: Geometry

Operations and Algebraic Thinking

Expressions and Equations

Geometry

Geometry

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Common Core Streams



K 1 2 3 4 5 6 7 8 9 10 11 12

Number and Operations
Fractions

Ratios and Proportional Relationships

F

Functions

Stream 5: Functions

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Common Core Streams



K 1 2 3 4 5 6 7 8 9 10 11 12

Measurement and Data

Statistics and Probability

Statistics and Probability

Stream 6: Statistics and Probability

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Common Core Streams



K 1 2 3 4 5 6 7 8 9 10 11 12

Statistics and Probability

Functions

Number and Quantity

Algebra

Geometry

Modeling

Stream 7: High School Modeling

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Standard:

Anchor:

Essential Skills/Concept

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-
-
-
-
-

Academic Vocabulary/Cognates

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-

Teaching Notes and Strategies

Questions Stems

-
-
-

Previous Grade Level Standard

Next Grade Level Standard

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

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL 6.1

Essential Skills/Concept

- Reading comprehension
- Draw inferences
- Cite specific examples and details to support inferences
- Analyze the text

Academic Vocabulary/Cognates

- analizar
- explicito
- inferencia
- textuales
- concluir
- propósito del autor

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson's *The Tale of the Mandarin Ducks* to support their analysis of the perils of vanity.

SBAC Claim # 1: Read Closely & critically

Questions Stems

- ✓ Why did the author write this piece?
- ✓ What inferences can you make?
- ✓ What information would you need to support the inference?
- ✓ Analyze the passage, what can you conclude?
- ✓ When you analyze the text, what inference can you make?
- ✓ How does the textual evidence support your conclusion?
- ✓ What was the author's purpose
- ✓ What can you conclude from the text?

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS Standard:

Anchor Standard:

Essential Skills/Concepts	Academic Vocabulary		Assessments
	Students know: (Noun)	Students will be able to: (Verb)	
•	•	•	
•	•	•	
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•	•	•	
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•	•	•	
•	•	•	
•	•	•	
Inquiry Questions			
•			
•			
•			

Previous Grade (Standard):

Next Grade (Standard):

RL.9-10.3

CCSS Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Skills/Concepts		Academic Vocabulary		Assessments
<ul style="list-style-type: none"> Identify multiple/conflicting character motivations Analyze character interactions Understand character traits Understand plot development 	<p>Students know: (Noun)</p> <ul style="list-style-type: none"> Complex characters develop, interact, advance Course of a text Plot Theme 	<p>Students will be able to: (Verb)</p> <ul style="list-style-type: none"> Analyze how 	<p>Selected Response:</p> <ul style="list-style-type: none"> Multiple choice, fill-in, matching, true/false <p>Constructed Response:</p> <ul style="list-style-type: none"> Graphic organizer (Venn diagram) Essay – essay about a complex character that identifies his/her motivation to _____ by analyzing the text for character traits, interactions, and plot development. Give examples from the text to support your argument. <p>Performance Based:</p> <ul style="list-style-type: none"> Theatrical re-enactment – performance with dialogue to demonstrate the interactions and traits of the complex character while advancing the plot. Powerpoint/Prezi – visual analysis about the complex character with text, pictures, video, etc. Community-based project – analytical project tying in theme with a local or community interest. Comic Strip – visual representation of character and/or theme. 	
<p>Inquiry Questions</p> <ul style="list-style-type: none"> What is revealed about complex characters by particular events or dialogue? What decision is provoked by _____ incident? Which character can be described as complex based on her/his motivations? What are their motivations? Are they conflicting? If so, how? 				

Previous Grade (Standard): RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Next Grade (Standard): RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).



Item Writing and Review

In the summer and fall of 2012, Smarter Balanced will work with educators to develop assessment items and performance tasks in English language arts/literacy and mathematics for the Pilot Test of the assessment system in early 2013.

Teachers will be recruited by Governing States to write and review items and performance tasks for content, bias/sensitivity, and accessibility. This work will be guided by the Smarter Balanced item/task specifications and review guidelines.

The following trainings provide background on the item and performance task development process, and will be used to train writers and reviewers.

Introduction to Smarter Balanced Item and Performance Task Development

This module will introduce educators to several terms and concepts that are commonly used when discussing the development of items and performance tasks. Educators will be introduced to the Smarter Balanced Assessment Consortium, and learn more about the Common Core State Standards, item and content specifications, and the various item and task types that will be developed for the Smarter Balanced assessment system. Educators will also be introduced to the other modules that are available to help them prepare to develop and review items and tasks.

Watch a Video of the Presentation

Download the PowerPoint Presentation

Download the Windows Media Audio/Video file (67MB)

Introduction to Evidence-Centered Design

This module will explore several concepts that provide a foundation for Evidence-Centered Design. It will begin with contrasting a traditional approach of developing items and tasks to an Evidence-Centered approach. It will also present the following concepts: claims about student learning, assessment targets, evidence of student learning, and task models.

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Universal Design, Accessibility, Bias and Sensitivity Considerations

This module examines the concepts of universal design and accessible assessment in detail, describes how these concepts are to be applied to guide the development and review of the items and tasks for the Smarter Balanced assessment system, and explains how issues of bias and sensitivity can affect the quality of items and tasks.

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Mathematics Selected Response, Constructed Response, and Technology-Enhanced Items

The Smarter Balanced Assessment Consortium will use a variety of types of assessment items and tasks to assess student mathematical proficiency. This module explores commonly accepted best practices for writing selected response, constructed response, and technology-enhanced items. This will help participants deepen their understanding of the purpose of selected response, constructed response, and technology-enhanced items, and describe the components of selected response, constructed response, and technology-enhanced items, understand the essential requirements of quality items, apply general guidelines for writing selected response, constructed response, and technology-enhanced items, and identify exemplary and flawed items.

Watch a Video of the Presentation

Download the PowerPoint Presentation

Download the Windows Media Audio/Video file (71MB)

English Language Arts Selected Response, Constructed Response, Technology-Enhanced Item Design

This module will help participants deepen their understanding of the purpose of selected response, constructed response, and technology-enhanced items, describe the components of selected response, constructed response, and technology-enhanced items, understand the essential requirements of quality items, apply general guidelines for writing selected response, constructed response, and technology-enhanced items, and identify exemplary and flawed items.

Watch a Video of the Presentation

Download the PowerPoint Presentation

Download the Windows Media Audio/Video file (85MB)

Extended Response and Performance Task Design for Mathematics

This module focuses on writing extended response items and performance tasks. The Smarter Balanced Assessment Consortium will use a variety of types of assessment items and tasks to assess student mathematical proficiency.

***Presentation and video will be available shortly.