

Directions for using spreadsheet that contains all Common Core State Standards for each grade level, K-5

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. Read each standard aloud. Think about and discuss details. Identify:
 - a. Who is responsible for what...Is the teacher more responsible for teaching and modeling rather than the student performing (example, standard begins with "with prompting and support" so the teacher leads more and student follows her/his model.
 - b. Is the teacher providing early introduction, guided practice, or teaching toward mastery? What is the intensity of teacher's instruction?
7. Use a yellow highlighter and highlight only the VERB(s) in each standard.
 - a. The verb identifies student performance expectations (Have teachers discuss meaning of verbs such as describe, retell, demonstrate, and identify which verbs indicate mastery).
 - b. Decide what level of mastery the student is expected to perform: listen and learn or demonstrate proficiency or mastery?
 - c. If the verb does not imply mastery, look across the grade levels using the same standard, and determine where students are expected to demonstrate proficiency or mastery.
 - d. Identify instructional role and responsibility for either providing explicit instruction or guided practice for each standard.
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 mastery develops. Discuss what instructional routines and procedures will be assistive for helping students achieve the standard.

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10. Draw lines and connect similar standards in the Reading Literature and Informational Text (some are similar or the same).

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 in the same instructional routine.
2. Mark which standards could be used together and list them in the order in which you would use them; forming an instructional routine that you may follow when modeling how to approach and perform a task (reading, discussing, writing, etc).
3. Notice that the Speaking and Listening Standards support the first Language standard...Students need instruction and practice to learn how to speak in complete sentences using correct grammar and stay on the topic under discussion while communicating in English.
4. Apply the instructional routine that incorporates the Speaking and Listening standards repeatedly so students develop that routine as a work habit.

A FEW MORE TIPS

1. Encourage collaboration amongst teachers in all grade levels to ensure consistency and avoid having students learn and unlearn work habits.
2. Establish common routines and procedures across classrooms in all grade levels for classroom management and instruction and practice.
3. Have teachers share information about best practices so instruction and practice activities are focused on achieving the same outcome or standard, and procedures and work habits are more consistently 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 they will monitor students' progress and differentiate instruction to enhance comprehension and learning.

STUDENTS NEED INSTRUCTION AND PRACTICE SO THEY CAN LEARN TO:

- Listen attentively
- Speak respectfully using acceptable word choices and voice tones
- Collaborate and work in small groups and independently