National Center and State Collaborative

CCSS, Prioritized English Language Arts CCCs, and Essential Understandings: Reading

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

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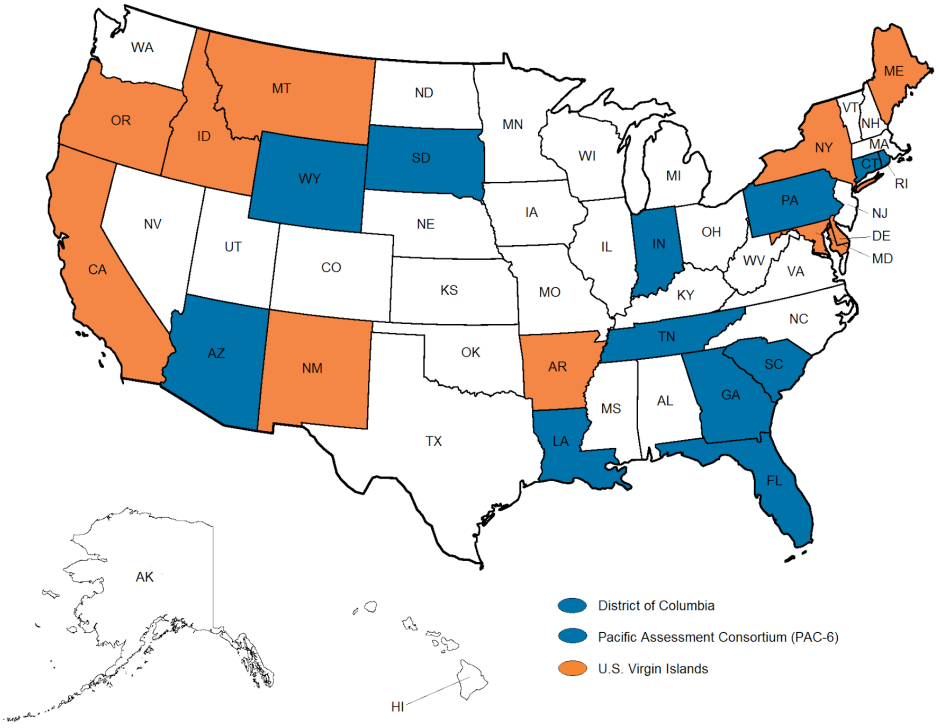
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 14 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center State Collaborative CCSS, Prioritized English Language Arts CCCs, and Essential Understandings

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 3

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**3.RL.h1** Answer questions related to the relationship between characters , setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Identify a character, setting, event, or conflict.
Literature	**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**3.RL.i2** Answer literal questions and refer to text to support your answer.	Recall information in a text (e.g., repeated story lines).
Literature	**3.RL.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in text. **3.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**3.RL.k2** Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.
Informational	**3.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**3.RI.h1** Identify the purpose of a variety of text features.	Identify the text feature (e.g., charts, illustrations, maps, titles).

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Informational	**3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**3.RI.h4** Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	Identify an illustration in text.
Informational	**3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **3.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**3.RI.i2** Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.
Informational	**3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.	**3.RI.k5** Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the topic of a text.
Language	**3.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibily from an array of strategies. **3.L.4a** Use sentence-level context as a clue to the meaning of the word or phrase.	**3.RWL.i2** Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.	Recall the meaning of frequently used nouns.
Foundational Skills	**3.RF.4** Read with sufficient accuracy and fluency to support comprehension. **3.RF.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**3.RWL.h2** Identify grade level words with accuracy.	Identify frequently used nouns.

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 4

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	**4.RL 1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**4.RL.i2** Refer to details and examples in a text when explaining what the text says explicitly.	Recall a detail in a text.
Literature	**4.RL 2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**4.RL.k2** Determine the theme of a story, drama, or poem; refer to text to support answer.	Determine the topic of story or poem.
Literature	**4.RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).	**4.RL.I1** Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	Identify a character in text.
Informational	**4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**4.RI.h4** Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.	Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps).
Informational	**4.RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**4.RI.i3** Determine the main idea of an informational text.	Identify the topic of a text.
Informational	**4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**4.RI.I1** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Locate information within a simplified chart, map or graph.

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language	**4.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibily from an array of strategies. **4.L.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of the word or phrase.	**4.RWL.i2** Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning.	Understand that words can have more than one meaning.
Language	**4.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conversation*, and *endangered* when discussing animal preservation).	**4.RWL.j1** Use general academic and domain specific words and phrases accurately.	Identify general academic words (e.g., EDL 2 or 3- map, character, equal, book, name, paper, etc).
Foundational Skills	**4.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words. **4.RF.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**4.RWL.h2** Identify grade level words with accuracy and on successive attempts.	Identify frequently used words (e.g., EDL 2 or 3).

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 5

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	**5.RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**5.RL.b1** Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.
Literature	**5.RL.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**5.RL.c2** Summarize a text from beginning to end in a few sentences.	Identify what happens in the beginning of a story.
Literature	**5RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**5.RL.d1** Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	Identify characters, setting and events in a story.
Informational	**5.RI.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**5.RI.c4** Determine the main idea, and identify key details to support the main idea.	Identify the topic of text.
Informational	**5.RI.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**5.RI.d5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.*	**EU 1:** Identify a similarity between two pieces of information from a text. **EU 2:** Identify a difference between two pieces of information from a text.
Informational	**5.RI.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**5.RI.e2** Explain how an author uses reasons and evidence to support particular points in a text.	Identify main/key ideas/points in a text.

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language	**5.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibily from an array of strategies. **5.L.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.	**5.RWL.a2** Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words (e.g., EDL 3 or 4).

*** Requires paired passages**

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 6

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	**6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**6.RL.b2** Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.
Literature	**6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**6.RL.b3** Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	Identify characters in a story.
Literature	**6.RL.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**6.RL.c3** Summarize a text from beginning to end in a few sentences without including personal opinions.	Identify what happens in the beginning and ending of a story.
Informational	**6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**6.RI.b4** Summarize information gained from a variety of sources including media or texts.*	Identify a topic from a single source.
Informational	**6.RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**6.RI.c2** Provide a summary of the text distinct from personal opinions or judgments.	Identify the main idea of a text.
Informational	**6.RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**6.RI.g4** Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	Identify a description of an event or individual in a text.
Informational	**6.RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**6.RI.g6** Evaluate the claim or argument; determine if it is supported by evidence.	Identify a fact from the text.

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language	**6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibily from an array of strategies. **6.L.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.	**6.RWL.a1** Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words (e.g., EDL 4 or 5).
Language	**6.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**6.RWL.c1** Use general academic and domain specific words and phrases accurately.	Identify general academic words (e.g., EDL 4 or 5).

*** Requires paired passages**

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 7

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	**7.RL.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**7.RL.i2** Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text.
Literature	**7.RL.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**7.RL.j1** Analyze the development of the theme or central idea over the course of the text.	Identify the theme or central idea of the text.
Informational	**7.RI.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**7.RI.j1** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Identify a conclusion from an informational text.
Informational	**7.RI.3** 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).	**7.RI.j5** 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).	Identify the relationship between people, events, or ideas in a text.
Informational	**7.RI.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**7.RI.k4** Evaluate the claim or argument to determine if they are supported by evidence.	Identify a claim from the text.
Informational	**7.RI.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.	**7.RI.l1** Compare/contrast how two or more authors write about the same topic.*	**EU 1:** Identify two texts on the same topic. **EU2:** Compare/contrast two statements related to a single detail within topic.

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language	**7.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibily from an array of strategies. **7.L.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.	**7.RWL.g1** Use context as a clue to determine the meaning of a grade appropriate word or phrase.	Use context as a clue to determine the meaning of a word (e.g., EDL grade 5 or 6).

*** Requires paired passages**

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 8

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	**8.RL.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**8.RL.i2** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text
	8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**8.RL.j2** Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.	Identify the theme or central idea of the text.
Informational	**8.RI.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**8.RI.j1** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from an informational text.
Informational	**8.RI.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**8.RI.k2** Determine how the information in each section contribute to the whole or to the development of ideas.	Identify supporting key details/key information within a paragraph.
Informational	**8.RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**8.RI.k4** Identify an argument or claim that the author makes.	Identify a fact from the text.
Informational	**8.RI.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.	**8.RI.l1** 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.*	Identify a similar topic in two texts.

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language	**8.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibily from an array of strategies. **8.L.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.	**8.RWL.g1** Use context as a clue to the meaning of a grade-appropriate word or phrase.	Use context as a clue to determine the meaning of a word (e.g., EDL grade 6 or 7).
Language	**8.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.RWL.i1** Use general academic and domain specific words and phrases accurately.	Identify general academic words (e.g., EDL 6 or 7).

*** Requires paired passages**

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 11

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	**11-12.RL.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.	**1112.RL.b1** Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	Identify a summary of the plot of a literary text.
Literature	**11-12.RL5** Analyze how an author‘s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	**1112.RL.d1** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	Identify elements of a story’s plot (e.g., exposition, rising action, climax, falling action, resolution).
Informational	**11-12.RI.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.	**1112.RI.b1** Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.	Identify a conclusion from an informational text.
Informational	**11-12.RI.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	**1112.RI.b5** Determine how key details support the development of the central idea of a text.	Identify the central idea or key detail of a text.
Informational	**11-12.RI.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	**1112.RI.d1** Determine the author’s point of view or purpose in a text.	Identify what an author tells about a topic.

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Standards for English Language Arts	**CCSS**	**CCCs**	**Essential Understandings**
Language	**11-12.RI.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**1112.RI.e1** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.*	Locate information within a text related to a given topic.
Language	**11-12.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibily from an array of strategies. **11-12.L.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**1112.RWL.b1** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	Use context as a clue to determine the meaning of a word in text (e.g., EDL grade 8 or 9).
Language	**11-12.RI.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	**1112.RWL.c3** Develop and explain ideas for why authors made specific word choices within text.	Identify a word or words used to describe a person, place, thing, action or event in a text (e.g., EDL grade 8 or 9).

*** Requires paired passages**

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