



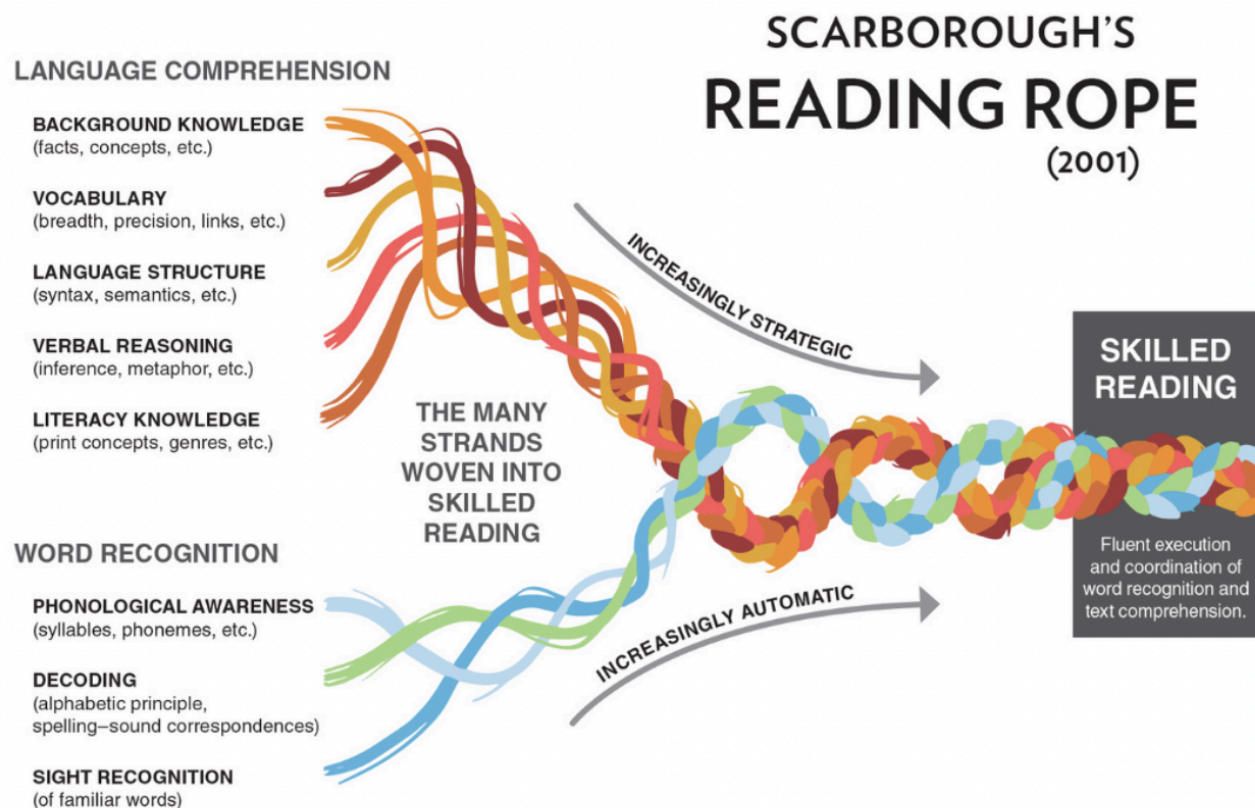
**Hawai'i Common Core Standards
for
English Language Arts**

SECONDARY

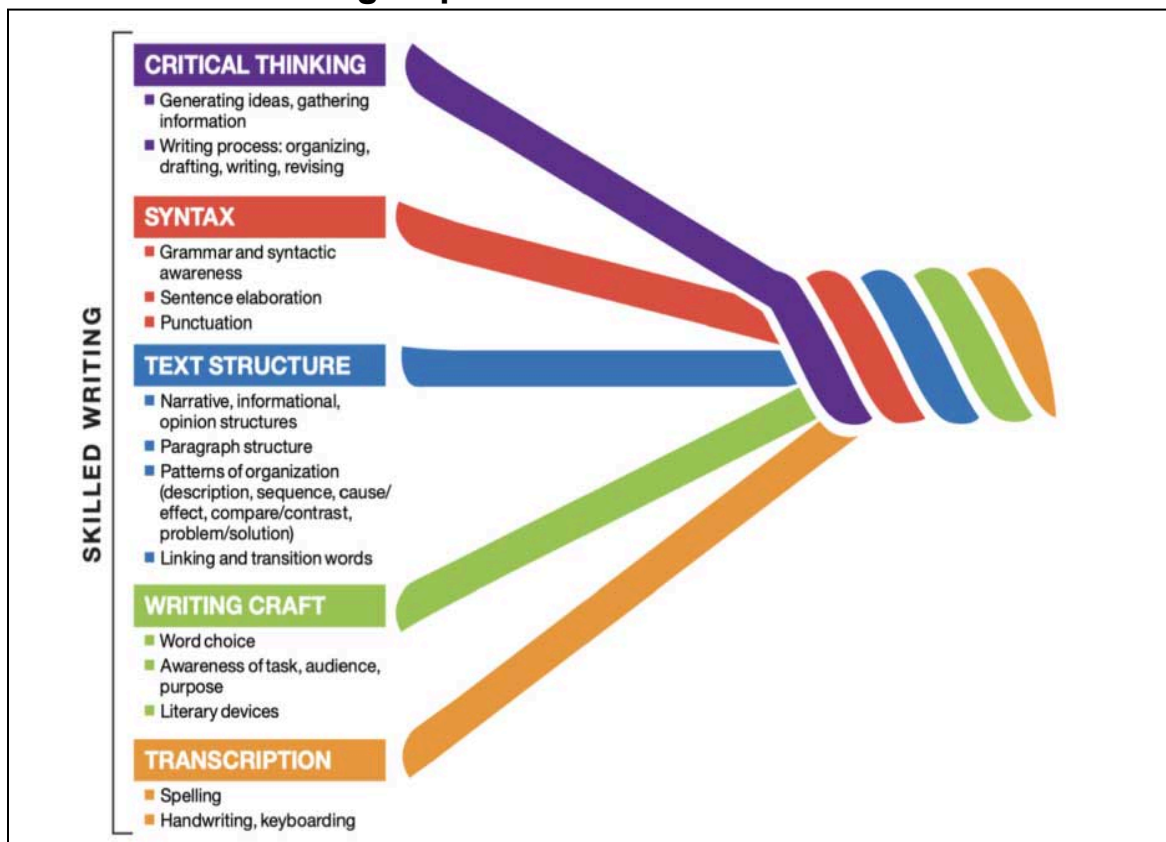
Participant Workbook

[Hawai'i Common Core Standards for English Language Arts
Revision Rationales](#)

Hollis Scarborough's Reading Rope



Joan Sedita's Writing Rope



Map-to-Model

Map-to-Model		
Scarborough's Reading Rope Strands	ELA Standards	
Background Knowledge		
Vocabulary		
Language Structures		
Verbal Reasoning		
Literacy Knowledge		
Phonological Awareness		
Decoding		
Sight Recognition		
Sedita's Writing Rope Strands	ELA Standards	
Critical Thinking		
Syntax		
Text Structure		
Writing Craft		
Transcription		

Reflection
<p>Directions: In the space below, respond to the following question: What are your thoughts about the relationship between the standards and research-based models of literacy development?</p>
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Reading Informational Standards

The Big Picture		
Directions: 1. Read through the revised standards rationales for your grade level. 2. Assess the degree of change the standard has for you and your instruction. 3. In the table in your participant workbook, note key information to help you process the revision.		
Small Change	Medium Change	Big Change

Reading Informational: Key Ideas and Details (Standards Booklet: pg 22)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Reading Informational: Craft and Structure (Standards Booklet: pg 23)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

**Reading Informational: Integration of Knowledge and Ideas and Text Complexity
(Standards Booklet: pg 24)**

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Reading Literature Standards

The Big Picture		
Directions: 1. Read through the revised standards rationales for your grade level. 2. Assess the degree of change the standard has for you and your instruction. 3. In the table in your participant workbook, note key information to help you process the revision.		
Small Change	Medium Change	Big Change

Reading Literature: Key Ideas and Details (Standards Booklet: pg 34)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Reading Literature: Craft and Structure (Standards Booklet: pg 35)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

**Reading Literature: Integration of Knowledge and Ideas and Text Complexity
(Standards Booklet: pg 36)**

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Summarizing Reading Informational and Reading Literature Standards

Directions:

Independently: In 5-10 words, summarize the Reading Informational and Literature Strands of the Hawai'i Common Core Standards for English Language Arts.

My Summary:

Reflect and Write

Directions: In the space below, please respond to the following questions.

In this strand, what are the implications of these standards for your instruction?

- Planning
- Implementation
- Student Impact

Writing Standards

The Big Picture		
Directions: 1. Read through the revised standards rationales for your grade level. 2. Assess the degree of change the standard has for you and your instruction. 3. In the table in your participant workbook, note key information to help you process the revision.		
Small Change	Medium Change	Big Change

Writing: Text Types and Purposes (Standards Booklet: pg 49)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

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Discussion

Directions:

- 1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
- 2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

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Writing: Production & Distribution of Writing (Standards Booklet: pg 52)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

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Discussion
<p>Directions:</p> <ol style="list-style-type: none">Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.<ol style="list-style-type: none">How does the language of the standard shift from one grade level to the next?What academic language will need to be explicitly taught?How does each grade level's standard build on the standards from the previous grade level?How does each standard connect to the anchor standard?/ What is its role in literacy development?Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.
<p>My Notes:</p>

Writing: Research to Build & Present Ideas (Standards Booklet: pg 52)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Summarizing Writing Standards

Directions:

Independently: In 5-10 words, summarize the Writing Strand of the Hawai'i Common Core Standards for English Language Arts.

My Summary:

Reflect and Write

Directions: In the space below, please respond to the following questions.

In this strand, what are the implications of these standards for your instruction?

- Planning
- Implementation
- Student Impact

Language Standards

The Big Picture		
Directions: <ol style="list-style-type: none"> 1. Read through the revised standards rationales for your grade level. 2. Assess the degree of change the standard has for you and your instruction. 3. In the table in your participant workbook, note key information to help you process the revision. 		
Small Change	Medium Change	Big Change

Language: Conventions of English (Standards Booklet: pg 66)

Annotate the Standards	
<p>Directions:</p> <ol style="list-style-type: none"> Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level. Consider the following, and take notes in your participant workbook: <ol style="list-style-type: none"> How does the language of the standard shift from one grade level to the next? What academic language will need to be explicitly taught? How does each grade level's standard build on the standards from the previous grade level? How does each standard connect to the anchor standard?/ What is its role in literacy development? 	
How does the language of the standard shift from one grade level to the next?	
What academic language will need to be explicitly taught?	

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 2 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Language: Vocabulary Acquisition & Use (Standards Booklet: pg 67)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?

How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Summarizing Language Standards

Directions:

Independently: In 5-10 words, summarize the Language Strand of the Hawai'i Common Core Standards for English Language Arts.

My Summary:

Speaking & Listening Standards

The Big Picture

Directions:

1. Read through the revised standards rationales for your grade level.
2. Assess the degree of change the standard has for you and your instruction.
3. In the table in your participant workbook, note key information to help you process the revision.

Small Change	Medium Change	Big Change

Speaking & Listening: Comprehension & Collaboration (Standards Booklet: pg 58)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
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How does the language of the standard shift from one grade level to the next?

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How does each grade level's standard build on the standards from the previous grade level?

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Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Speaking & Listening: Presentation of Knowledge & Ideas (Standards Booklet: pg 58)

Annotate the Standards

Directions:

1. Beginning with sixth grade, highlight what students should know (nouns) and be able to do (verbs) at each grade level.
2. Consider the following, and take notes in your participant workbook:
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
 - c. How does each grade level's standard build on the standards from the previous grade level?
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How does the language of the standard shift from one grade level to the next?

What academic language will need to be explicitly taught?

How does each grade level's standard build on the standards from the previous grade level?

How does each standard connect to the anchor standard?/ What is its role in literacy development?

Discussion

Directions:

1. Beginning with sixth grade, discuss what students need to know and be able to do at each grade level. Include the following in your discussion.
 - a. How does the language of the standard shift from one grade level to the next?
 - b. What academic language will need to be explicitly taught?
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 - d. How does each standard connect to the anchor standard?/ What is its role in literacy development?
2. Place the standards in the map to model on page 3 of the participant workbook. Explain the connection between the standard and the strand to which it is aligned.

My Notes:

Summarizing Speaking & Listening Standards

Directions:

Independently: In 5-10 words, summarize the Speaking & Listening Strand of the Hawai'i Common Core Standards for English Language Arts.

My Summary:

Reflect and Write

Directions: In the space below, please respond to the following questions.

In this strand, what are the implications of these standards for your instruction?

- Planning
- Implementation
- Student Impact

Next Steps

- Hold your training(s) and complete the [Google Form](#) each time

Link	https://bit.ly/HISecELAIMP
QR Code	

- [Suggested questions for training reflection and feedback form.](#)
- Watch out for **Future Standards Implementation Trainings**

Trainer Resources

- [Slides](#) (Please do not modify or revise the content slides. All teachers across the state should receive the same training. You will need to change the bit.ly and QR code on the first slide for teachers to access the workbook. The link and QR code may be found in the table below. You will revise the “Next Steps” slide to reflect the needs of your school and complex area related)

Link	bit.ly/4azz6b5
QR Code	

- **Participant Workbook** (Please add the link to the digital sign in for your training on the first page where it says, “Sign-In”. You will need to create the google form for your sign-in.)
- [Complex Area Parking Lot Links](#)
- [Principals’ Training Slides](#)
- [Standards Revisions Overview Video](#)
 - Password: Uh4Nyg4P
- [Training Routine and Estimated Time Frames](#)


What Works Clearinghouse Practice Guides

- [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)
- [Teaching Elementary Students to Be Effective Writers](#)
- [Improving Reading Comprehension in Kindergarten Through Third Grade](#)
- [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)
- [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#)
- [Teaching Secondary Students to Write Effectively](#)
- [Providing Reading Interventions for Students in Grades 4-9](#)

Articles

- [Placing Text at the Center of a Standards-Aligned Classroom](#)
- Scarborough's Reading Rope:
 - <https://www.thereadingleague.org/wp-content/uploads/2023/11/TRL-C-Educators-and-Specialists-The-Reading-Rope-Key-Ideas-Behind-the-Metaphor.pdf>
 - <https://www.reallygreatreading.com/scarboroughs-reading-rope>
 - <https://amplify.com/blog/science-of-reading/the-reading-rope-breaking-it-all-down/>
- The Writing Rope:
 - <https://keystoliteracy.com/wp-content/uploads/2020/02/The-Strands-That-Are-Woven-Into-Skilled-WritingV2.pdf>
 - <https://www.readingrockets.org/topics/writing/articles/writing-rope-strands-are-woven-into-skilled-writing>
 - [Video: Introduction to the Writing Rope](#)
 - [Short overview of Writing Rope explained by Joan Sedita](#)
 - [Writing Rope suggested guidelines for strand emphasis](#)
- [Grade Level Fluency Norms](#)

HCCS-ELA Infographics

-  [Hawaii Common Core Standards for English Language Arts Resources](#)

Science of Reading Overview

- [Cox Campus](#) (access to free modules)
- [Ohio Literacy Academy on Demand](#) (access to free modules)