

ELA Extended Content Standards “Looking into the ECS”



Objectives

Critically examine the ELA
Extended Content Standards



Understand the ELA ECS



State the ELA ECS in your own
words



Students with Significant Cognitive Disabilities

NC Definition of a Significant Disability
Decision-Making Flowchart

01



The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.

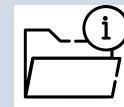


The student requires extensive and repeated individualized instruction and support to make meaningful gains.



The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

NC Definition



Decision-Making Flowchart



- Are able to learn
- Need teachers who are experts in standard based learning
- Need more time
- Need more practice
- Need opportunities

Our Students

Adjustable Thinking



Affective Networks

Engagement

The **Why** of Learning

Stimulate Interest
and Motivation



Recognition Networks

Representation

The **What** of Learning

Present Information and
Content in Different Ways

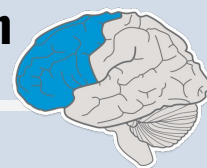


Strategic Networks

Action & Expression

The **How** of Learning

Differentiate Ways Students
Express What they Know



Universal Design for Learning



Alternate Academic Achievement
Standards (AA-AS)



3rd Generation for North Carolina



Used by Other States as a Model

Extended Content Standards

Standards by Grade Level

SCOS Framework

Reading
Writing
Language
Speaking & Listening

CCR RL.1
CCR W.1
CCR L.1
CCR SL.1

RL.7.1
W.7.1
L.7.1
SL.1

W.7.1a
W.7.1b
W.7.1c

Strand (K-12)

Anchor (K-12)

Grade-Level Standard

Substandard

Substandard

Substandard

Substandard

Reading Foundations

K	1	2	3	4	5	6	7	8	9-10	11-12
Print Concepts										
Handwriting										
Phonological Awareness										
Phonics & Word Recognition										
Fluency										

Reading Literature

K	1	2	3	4	5	6	7	8	9-10	11-12
CCR Anchor Standard RL.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.										
CCR Anchor Standard RL.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.										
CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.										
CCR Anchor Standard RL.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone										
CCR Anchor Standard RL.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.										
CCR Anchor Standard RL.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.										
CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.										
CCR Anchor Standard RL.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.										
CCR Anchor Standard RL.10 – Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.										

Reading Informational

K	1	2	3	4	5	6	7	8	9-10	11-12
CCR Anchor Standard RI.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.										
CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas										
CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.										
CCR Anchor Standard RI.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.										
CCR Anchor Standard RI.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.										
CCR Anchor Standard RI.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text										
CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.										
CCR Anchor Standard RI.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.										
CCR Anchor Standard RI.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.										
CCR Anchor Standard RI.10 – Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.										

Writing

K	1	2	3	4	5	6	7	8	9-10	11-12	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.											
CCR Anchor Standard W.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.											
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.											
CR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others											
CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.											
CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.											

Speaking & Listening

K	1	2	3	4	5	6	7	8	9-10	11-12
CCR Anchor Standard SL.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.										
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.										
CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.										
CCR Anchor Standard SL.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.										
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.										

Language

K	1	2	3	4	5	6	7	8	9-10	11-12
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.										
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.										
CCR Anchor Standard L.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 reading or listening										
CCR Anchor Standard L.4 – Determine and 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.										
CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.										
CCR Anchor Standard L.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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.										

Anchor & Grade Level Standards

CCR Anchor Standard RI.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.

RI.K.5 With guidance and support, identify the front cover of the book.h guidance and support, identify the front cover of the book.

RI.1.5 With guidance and support, identify various text features such as print, pictures, and titles.

RI.2.5 Locate key facts or information in a familiar text.

RI.3.5 Locate key facts or information in a familiar text.

RI.4.5 During reading, identify elements such as events, ideas, or topics that are characteristic of informational text.

RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.

RI.6.5 Determine how the title fits the structure of the text.

RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text

RI.8.5 Locate the topic sentence and supporting details in a paragraph.

RI.9-10.5 Locate sentences that support an author’s central idea or claim

RI.11-12.5 Determine whether the structure of a text enhances an author’s claim.

Grade Level Standards & Substandards

Print Concepts

RF.K.1 Demonstrate emerging understanding of the organization of print.

a. With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom.

b. With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print.

c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.

W.11-12.1 Write arguments to support claims.

a. Write an argument to support a claim that results from studying a topic or reading a text

b. Support claims with reasons and evidence drawn from text.

c. Provide a closing or concluding statement.

What does the standard say?

Skills and Expectations



What are the steps to mastery?

Engagement to Mastery



Identify the noun(s) in the standard

What students will learn

Identify the verb(s) in the standard

How students will demonstrate learning

Noun & Verb

Noun & Verb

RI.K.5 With guidance and support, identify the front cover of the book.

What does that mean?

- Point out
- Indicate

Specifically the front

Identify the words: *and, or, and/or, as well as*

Determine their impact on the meaning of the standard

Word Search

Word Search

What are the different ways
this standard can be read?

RI.1.6 Determine an author's main purpose and which ideas/issues are most significant to that purpose. **Identify** examples from text that illustrate how the author's ideas and unique perspectives come to light.

**Underline, highlight, or circle
the skill(s) in the standard**

Number each skill

Determine how many skills should be taught

Number the Skills

Number the Skills

RI.9-10.4 Determine the meaning of words and phrases as they are used in text; ²analyze word choices and the ³impact on meaning.

— **What does the
standard say?**

Skills and Expectations



— **How would you
restate the
standard?**



How to restate the standard...

Verb

RI.K.5 With guidance and support,
identify the front cover of the book.

Noun

-Locate where to start when seeing a book

How to restate the standard...

Verb

RI.9-10.5

Locate sentences that

Noun

support an author's central idea or claim.

Not both

1. Find text that has capitalization and punctuation and know that is a sentence
2. That helps people understand what the writer is saying



Contact

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The information provided today is based on current policy and may change.

Please always refer to policy manuals on DPI website for the most up to date information. In addition, district policy might differ than state.