**Common Core and The Blueprint**

The GCR2 Literacy Blueprint provides a structure to design pathways to meet the Common Core English Language Arts Standards. The following chart is an adaptation from the Tri-State Rubric created to evaluate CCSS lessons and units. The chart captures the intent and expectation inherent in the implementation of the Common Core but not necessarily explicitly stated in the standards. Consider using this chart for self-assessment, lesson/unit evaluation, and professional growth.

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| **I. Alignment to the Depth of the CCSS** | **II. Key Shifts in the CCSS** |
| **Instruction (lessons or units):**   * Embeds specific **ELA CC standard(s).** * Includes a **clear and explicit purpose** for instruction. * Utilizes **quality text(s)** that align with the requirements outlined in the standards, present characteristics similar to CCSS K-5 exemplars (Appendix B), and are of sufficient scope for the stated purpose. * Provides opportunities for students to   **present ideas and information** through writing, drawing and speaking experiences.   * Emphasizes the explicit, systematic   development of **foundational literacy skills** especially at primary.   * **Integrates ELA areas:** reading, writing,   language, speaking and listening so that students apply and synthesize advancing literacy skills.   * **Integrates Content:** Builds students’ content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. | **Instruction (lessons or units):**   * **Reading Text Closely:** a central element of instruction with regular opportunities for students to ask and answer text-dependent questions. * **Text-Based Evidence:** includes rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). * **Building Academic Language:** Focus on   explicitly building students’ foundational vocabulary and concepts of syntax throughout instruction.   * **Balance of Informational and Literary**   **Texts 50/50**   * **Balance of Writing:** Includes a balance   of on- demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. In addition students have opportunities to communicate thinking, answer questions and write for self-expression  and exploration. |

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| **III. Instructional Supports** | **IV. Assessment** |
| **Instruction (lessons or units):**   * Cultivates **student interest and engagement** in reading, writing, and speaking about texts. * Integrates **targeted instruction** for specific students in such areas as grammar and syntax, writing strategies, discussion rules and all aspects of foundational reading   (decoding, fluency, vocabulary, etc.)   * Provides all students with **extensive**   **opportunities to engage with grade-level complex texts** and read alouds that include appropriate **scaffolding** so that students directly experience the complexity of the text.   * Focuses on **sections of text(s)** (including read alouds) that present the greatest challenge; provides **discussion questions and other supports** to promote student engagement, understanding and progress toward independence. * Integrates appropriate, extensive and easily implemented **supports for students who are ELL, have disabilities and/or read well below grade level.** * **Provides extensions** and/or more advanced text for students who read well above grade level. * Includes a **progression of learning** where concepts, knowledge and skills advance and deepen over time often taking advantage of instructional level texts. * **Gradually remove supports,** allowing   students to demonstrate their independent capacities.   * Include **independent reading** based on student choice and interest to build stamina, confidence, and motivation. * Provide for **authentic learning,** application of literacy skills and/or **student- directed inquiry.** * Use **technology and media** to deepen   learning and draw attention to evidence and texts as appropriate | **Instruction (lessons or units):**   * Elicits direct, **observable evidence**   of the degree to which a student can  independently demonstrate.   * Includes assessing student skills using   methods that are **unbiased and accessible to all students.**   * Includes aligned **rubrics** or assessment **checklists** that provide sufficient guidance to offer feedback to students on strengths and areas of growth. * Uses **varied modes of assessment,**   including a range of pre, formative,  summative and self- assessment measures. |
| **V. Opportunities for Deeper Learning** |
| Instruction is designed to engage learners in  at least one of the following deeper learning  skills:   * Think critically and solve complex problems. * Work collaboratively. * Communicate effectively. * Learn how to learn. * Uses varied modes of assessment, including a range of pre, formative, summative and self- assessment measures. |