

COMMON CORE STANDARDS

Presented By

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Webinar Objectives

Based on pre-webinar questions submitted by the participants, three general areas will be addressed:

- Definition of Common Cores Standards
- Explanation of how Common Core Standards are different from and similar to state standards
- Demonstrate how CCSS can be incorporated into lesson plans.

Common Core Standards

- The Common Core State Standards (CCSS) emerged from a desire to document students' readiness for postsecondary education and career, and spear-headed by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).
- Part of its aim also appears to include accountability for school administrators and teachers. Yet, the Common Core Standards do not appear to be all that different from what we already do in our classrooms.

Major Strands for English Language Arts (ELA)

- Reading (Literature, Informational Text and Foundational Skills[accuracy and fluency])
- Writing
- Speaking & Listening
- Language

ELA Standards Emphasize

- An integrated model of literacy (some of which is interdisciplinary)
- A cumulative model of expectations aligned with college and career readiness
- Shared responsibility for students' literacy development in which teachers within a particular grade or department periodically come together to plan curricula
- Research and media skills blended into the standards as a whole
- Greater use of on-grade-level texts with emphasis on complex texts. (Strickland, 2012, p. 25).

Documenting Students' Achievements

A key factor with the CCSS is the teacher's need to document students' achievements. Ways to document achievement within these strands may emerge from teachers engaging in the following three activities:

- Read aloud to the students and have them write what they remember and what they think about the text. This varies across grade level. For example, a kindergarten student may "write" by drawing a picture or write an actual word or sentence. Older students may write from a paragraph to a page in response. These paper artifacts are noted and become part of the documentation process. Then, too, students may eventually document their responses through creating a video or posting on a blog. Assignments such as these address the four major strands plus technology.

Documenting Students' Achievements (continued)

- After students have read literary or informational texts, they may come to class and engage in a reading discussion group with a group-derived response paper or answers to a question sheet. This accounts for speaking and listening, reading and writing. If the students note their responses on a computer or tablet, then technology is accounted for, too.
- Students may research further information regarding a character in narrative or facts or concepts from an informational book. Such research may demonstrate facility with information literacy lead to analyzing and synthesizing the information in a written paper, electronic portfolio or video as examples of higher levels of reading and writing.

Teaching Aids

- smartboards,
- powerpoint presentations,
- videos,
- podcasts and
- streaming video

Sample Lesson Plans

Lesson plans from schools in North Carolina (NC) will be reviewed to provide models for working within a framework of state standards and Common Core Standards.

- Grade 1
- Grades 6 and 7
- Grades 8-12

Grade 1 – UNC School of Education

- ***The Three Little Wolves and the Big Bad Pig***

This lesson plan focuses on a English Language Arts objectives: similarity and difference. Students compare the story *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas. Students will work collaboratively in small heterogeneous groups to apply strategies for comprehension and vocabulary.

- **A lesson plan for grade 1 English Language Arts and English Language Development.** By [Betty Coleman-Canty](#) and [Michelle Swain](#)

- **Related pages-**

[Bubba: A Cinderella story](#): This lesson focuses on the whimsical interpretation of the Cinderella story. Students explore the story *Bubba, the Cowboy Prince*, through rich text and interpretations of the story.

[Storytelling with Cherokee folktales](#): This is a two day lesson pertaining to telling Cherokee folktales. This lesson can be modified and used with any folktale.

[Writing and English as a Second Language](#): Strategies for helping English Language Learners throughout the writing process.

Learning Outcomes

Students will:

- explore specific vocabulary words needed to relate to the story.
- answer questions orally that are relative to the story retell concept: who, what, where, when, and how.
- use imagination to determine what might have happened before the story began.
- properly sequence story from left to right, using flannel boards.
- understanding the use of descriptive words to retell the story

Teacher Planning

- **Time required for lesson** - 2 days
- **Materials/resources**
Copy of [The Three Little Wolves and the Big Bad Pig](#) by Eugene Triviza.
Copy of [The Three Little Pigs](#) by Paul Galdone or other version of the traditional story.
Flannel board
- **Technology resources**
Computer with internet access
LCD computer projecto
- r
- **Pre-activities**
The teacher will read and discuss the [traditional version](#) of the *The Three Little Pigs*
The student will retell the story with the use of a flannel board.
Students will complete a journal entry showing the sequence of events about the story, *The Three Little Pigs* by Paul Galdone.
Students will complete a [coloring sheet](#) of the story from Kids Pages.

Activities

- The students will retell the story of the Three Little Pigs, as focus and review, with the use of a flannel board.
- The teacher will read and discuss *The Story of the Three Little Wolves* and *The Big Bad Pig* by Eugene Trivizas.
- Teacher will model the similarities and differences between the story of *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig* by using a “hoola-hoop” Venn Diagram.
- The student will work in small heterogeneous cooperative groups to complete a [similarities and differences worksheet](#).
- Each student will work independently to write and/or draw the sequence of events of *The Story of The Three Little Wolves and the Big Bad Pig* with assistance as needed.

Assessment

- [Rubric for group activity](#)
- [Rubric for Writing and Drawing](#)
- Completion of [Venn Diagram worksheet](#)

Supplemental Information

- **Modifications**

Intermediate Low Level Limited English Proficient students should use bilingual dictionary to aid in comprehension.

Intermediate Low Level students should be heterogeneously grouped with native-English speaking students.

Teacher Instruction for Limited English Proficient student at the Intermediate Low level should be clear and specific. (Example: “Listen to the story as I read.”)

ELL students can complete the modified [worksheet](#) on similarities and differences.

- **Critical vocabulary**

wolf, pig, kangaroo, rhinoceros, flamingo, three, yellow, red, gray, black, white, drill, house, sledgehammer, brick house, wheelbarrows, shovel, pail, buckets, ladder, shovels, chains, flowers, big, bad, same, different

Supplemental Information

- **Comments**

This lesson plan was developed during the English Language Development Standard Course of Study lesson planning institutes hosted by the North Carolina Department of Public Instruction and LEARN NC, June and July, 2004. It includes specific strategies and instructional modifications which make this lesson accessible to limited English proficient students. Please note that this lesson has been aligned with the goals and objectives of the N.C. English Language Development standards.

NC Curriculum Alignment Goals

English Language Arts for Grade 1

- **Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
 - [Objective 2.07](#): Respond and elaborate in answering what, when, where, and how questions.
- **Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.
 - [Objective 4.06](#): Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).

NC Curriculum Alignment Goals

English Lang. Development for Grade 1

Goal 0

- **Objective 0.02**: Use limited vocabulary to carry on discourse with some momentary silence.
- **Objective 0.04**: Listen to familiar stories told or read and identify elements of a story following direct instruction.
- **Objective 0.06**: Read familiar patterned text and respond orally by answering factual comprehension questions using one or two word responses (e.g., who, what, when, where, how).
- **Objective 0.07**: Write one or two sentences about a familiar topic or experience with instructional support.
- **Objective 0.08**: Write labels or phrases for drawings related to a story with instructional support and some assistance.

Common Core Standards

– English Language Arts (2010) For Reading: Literature

– Grade 1

- » 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- » 1.RL.3 Describe characters, settings, and major events in a story, using key details.
- » 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

Grades 6 and 7

The ABCs of the Three Little Pigs

This lesson uses a familiar fairy tale to teach writing. It is designed to emphasize using varied sentence patterns in writing.

A lesson plan for grades 6–7 English Language Arts By [Penny Canipe](#)

- **Related pages**
- [Sentence combining and decombining](#): Students will focus on stylistic choices and sentence fluency by combining, decombining, and recombining sentences in professional writing, peer writing, and their own writing.
- [Stop that run-on!](#): Run-on sentences inhibit understanding and weaken someone's writing. In this lesson, students will learn to identify run-on sentences and how to fix them. They will then apply those skills to their own writing.
- [Analyzing author style using sentence combining](#): This activity should be completed before reading the essay “Beach People, Mountain People” by Suzanne Britt. Students will combine three sets of kernel sentences based on the first paragraph of Britt's writing. They will then compare their sentences to Britt's. The class will discuss what sentence combining strategy or strategies they used and observe how Britt varies her sentences.

Learning Outcomes and Teacher Planning

- Students will demonstrate an understanding of varied sentence patterns by retelling the fairy tale “The Three Little Pigs” in twenty-six sentences.
- **Time required for lesson – 5 hours**
- **Materials/resources**
 - one or more versions of the fairy tale to share with students
 - dictionary and/or thesaurus
 - copy of [Monotonous Cinderella and ABC Cinderella](#) to share with students as an example
- **Technology resources**
 - Word processing program if students are going to type their completed story

Activities

- Tell students that good writers use a variety of simple and compound sentences to make their writing sound interesting. They also use a variety of introductory phrases and clauses and transition words to make their writing style smoother and less monotonous.
- On an overhead transparency, show students the “Monotonous” version of Cinderella. Read the first few sentences. Ask students to count the number of words in each sentence. Point out that the sentences are short and choppy. Make a list of the first word of each sentence. Tally the number of times the same first word is repeated (Cinderella, she, they, her, etc.). Point out that most of the first words are nouns and the sentence structure for all of the sentences is the same: Subject/predicate.
- Read aloud the ABC Cinderella story. Ask students to write down the first word of each sentence. Point out that every sentence starts with a different letter of the alphabet. Ask students what parts of speech are used to start each sentence. Point out that starting sentences with different parts of speech helps vary the sentence structure from the subject/predicate sentence structure of the monotonous story.

Activities (continued)

- Tell students that one way to make their story sound less monotonous is to use a variety of sentences of different lengths and starting with different words. They are going practice writing a variety of sentences by rewriting a fairytale so that every sentence starts with a different letter of the alphabet.
- Share one or more versions of the fairy tale “The Three Little Pigs”. Provide students with fairy tale collections and picture books to help them select a fairy tale. Tell students they will be choosing a fairy tale to rewrite. Students may work independently or in cooperative groups (groups work well for inclusion classrooms with resource students).
 - Students should rewrite the story in 26 sentences. Each sentence must begin with the next letter of the alphabet. Compound sentences count as one sentence. The second sentence in the compound cannot be used for the next letter. Students also need to use a variety of parts of speech for their first words, not just nouns. The dictionary/thesaurus may be useful when students reach a “block” in their writing.

Assessment and Supplemental Information

- **Assessment**

The completed, 26-sentence story can be used to evaluate students' ability to create a story using varied sentence patterns. It is virtually impossible to retell the story using 26 standard order sentences.

- **Supplemental information**

If students don't use a word processing program to publish their stories, consider a page-sized pig shape inside which they may write their final copies. This is a fun learning experience to use in preparation for the state writing test.

The version of ABC Cinderella used here was adapted from one written by a group of my students.

North Carolina Curriculum Alignment English Language Arts (2004)

Grade 6

- **Goal 6:** The learner will apply conventions of grammar and language usage.
 - **Objective 6.01:** Demonstrate an understanding of conventional written and spoken expression by:
 - using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.
 - using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
 - demonstrating the different roles of the different parts of speech in sentence construction.
 - using pronouns correctly, including clear antecedents and correct case.
 - using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).
 - determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffices) of words.
 - extending vocabulary knowledge by learning and using new words.
 - exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.
 - developing an awareness of language conventions and usage during oral presentations.

English Language Arts (continued)

Grade 7

- **Goal 6:** The learner will apply conventions of application of grammar and language usage.
 - **Objective 6.01:** Model an understanding of conventional written and spoken expression by:
 - using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.
 - using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
 - applying the parts of speech to clarify language usage.
 - using pronouns correctly, including clear antecedents and correct case.
 - using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).
 - determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
 - extending vocabulary knowledge by learning and using new words.
 - determining when and where dialects and standard/nonstandard English usage are appropriate.
 - applying language conventions and usage during oral presentations.
 - choosing language that is precise, engaging, and well suited to the topic and audience.
 - experimenting with figurative language and speech patterns.

Common Core Standards For English Language Arts (2010)

Language

Grade 6

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 6.L.3.1 Vary sentence patterns for meaning, reader/listener interest, and style.* 6.L.3.2 Maintain consistency in style and tone.*

Grade 7

7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7.L.1.1 Explain the function of phrases and clauses in general and their function in specific sentences. 7.L.1.2 Choose among simple, compound, complex,...

7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7.L.3.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

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Grades 8-12

And justice for all: The Trail of Tears, Mexican deportation, and Japanese internment

Many textbooks mention the Trail of Tears, but fail to mention that this early displacement of an ethnic minority is only the one of many legally-sanctioned forced relocations. This lesson will address the displacement of American Indians through the Trail of Tears, the forced deportation of Mexican Americans during the Great Depression, and the internment of Japanese American citizens during WWII.

A lesson plan for grades 8–12 English Language Arts and Social Studies By [Patricia Camp](#)

And justice for all: The Trail of Tears, Mexican deportation, and Japanese Internment

Learn more

- [Japanese American Relocation Digital Archives](#) This digital archive brings together the collections of 8 different California depositories which document the internment of Japanese Americans during World War II
- [Cherokee removal and the Trail of Tears](#) In this chapter we'll read the words of both Cherokee and whites. We'll evaluate the changes taking place in Cherokee life, the reasons for their forced removal, and the costs of the Trail of Tears.

Related pages

- [Museum of the Cherokee Indian](#): Official site of the museum of the Eastern Band of Cherokee Indians in North Carolina.
- [Changes in a democratic society \(Lesson 2 of 3\)](#): This lesson is the post-seminar activity to follow Changes in a Democratic Society, Lesson 1. Students will participate in tiered assignments reflecting on the Westall painting, "The Sword of Damocles," and the prior day's Paideia seminar on that painting.
- [First Americans of North Carolina and the United States](#): This lesson will use shared reading, center time, hands-on projects, and journal writing to help learners discover facts about first Americans, particularly those in the region that is today North Carolina, while at the same time developing their English language skills in listening, speaking, reading, and writing.

Learning Outcomes

Students will compare and contrast different methods of racially-motivated relocations of various ethnic groups during three periods in American history.

Students will:

- Define and discuss the difference between immigration, repatriation, deportation, resettlement, and internment.
- Research the Trail of Tears, the deportation of Mexican Americans during the Great Depression, and the internment of Japanese Americans during WWII.
- Compare and contrast the experiences of these three groups, the times in which they lived, and the government's justification for their actions.
- Present their learning to the class in the form of an oral report with visual aids, a history web, Venn diagram, or a PowerPoint (or other computer-based presentation).

Teacher Planning

Time required for lesson - 3 to 6 hours

Materials/resources

- grade-appropriate textbooks and reference materials on Native Americans, Japanese Americans, and Mexican Americans
- paper and pencils for note-taking
- poster board for history web or Venn diagram
- dictionary (print or online)

Teacher Planning (Continued)

Texts

- [*North Carolina: The History of an American State*](#) by John R. Bell and Jeffrey J. Crow
- *Created Equal: A Social and Political History of the United States* by Jacqueline Jones, Peter H. Wood, Thomas Borstelmann, et. Al

Other resources

- [*North American Indian*](#) by David Hamilton Murdoch and Lynton Gardiner
- [*Native Americans: An Inside Look at the Tribes and Traditions*](#) by Laura Buller
- [*Decade of Betrayal: Mexican Repatriation in the 1930s*](#) by Francisco Balderrama and Raymond Rodriguez
- [*I am an American: A True Story of Japanese Internment*](#) by Jerry Stanley

Technology resources

- *computer with internet access for research*
- *word-processing software*
- *PowerPoint or other presentation software*

Pre-activities

Introduce the topic by discussing with students what it feels like to move away from home. Ask questions about moving, including:

- *Have you ever moved?*
- *Where did you move to?*
- *Did you want to move?*
- *Did you know anyone when you got there?*
- *What was it like in the new place?*

Students will write in their journals or on paper what the moving experience was like and how they felt about it. They should write one to two paragraphs. If students have never moved away from a home, have them write about the experience of someone they've known who has moved.

Activities

- *Divide students into groups. Make sure the groups are not homogenous, as much as possible. Integrate groups by ability level, gender, ethnic background, etc. Groups should not be larger than four to six students. Four is an optimal number.*
- *All students will read whatever is in their text book about the Trail of Tears. Students will go on-line and look at the [interactive map](#) of The Trail of Tears from The Museum of the Cherokee Indian. [Additional websites about the Trail of Tears](#) can be found by searching LEARN NC.*
 - *If this is an American history class, the introductory focus may be on the Depression and the Mexican American deportation. The Trail of Tears may have been mentioned or studied previously. In that case, examination of the bill passed in California, which became law on January 2, 2006, entitled “Apology Act for the 1930s Mexican Repatriation Program” is a good introduction. NPR radio has an [oral program](#) from the All Things Considered broadcast on 01/02/2006 which is available online. Another good resource is the Library of Congress site about [Mexican immigration](#). This site deals with the Mexican deportation, mistakenly called repatriation.*
 - *If this is an American history class, an exploration of the Japanese internment may be useful. Most American history books mention the topic, and most mention that a formal apology was issued by the United States government, and reparations were paid. A good site is the [“Suffering Under a Great Injustice”](#) with photos taken by Ansel Adams at the Manazar detention camp in California.*

Activities (continued)

- *Have students define the words resettlement, deportation, internment, immigration and repatriation. Discuss the difference between the meanings of each word, and the implications of each word. Students should understand the difference between the voluntary nature of immigration and the forced nature of the other terms. Terms are defined in the Critical Vocabulary section of this lesson plan.*
- *Students can research first-person accounts of all three events. Good search terms are “Mexican deportation,” “Trail of Tears,” and “Japanese internment.”*
- *Give the students the following websites or download the articles for them to read and place in a binder.*
 - *[“Trail of Tears: Family Stories from the Trail of Tears”](#) edited by Lorrie Montiero; Sequoyah Research Center; American Native Press Archives*
 - *[Japanese-American Internment: Our Story in History: Life in a WWII Japanese American Internment Camp](#) from the National Museum of American History at the Smithsonian Institution*

Activities (continued)

- *Students should ask questions such as:*
 - *When did this event happen?*
 - *Why did this event occur?*
 - *What was going on in the United States and the world at the time the event occurred?*
 - *Did anyone protest the event? What was the result of their protest?*
 - *Were there any _____ people who were not taken away? Why weren't they taken?*
 - *How did this event change American society, culture, and law?*
- *Students of all age/ability groups can take the information they find and create a presentation. See the following suggestions:*
 - *Lower grade level students, English Language Learners, and students with reading difficulties can do history webs. History webs have an empty center with lines extending out. The center is for the title of the web, while the lines divide the surrounding space into sections. Each section should show a scene from the topic being researched. These can be done on construction paper, and the illustrations can be drawn, cut from magazines, print from the internet, etc.*
- *All students can do PowerPoint presentations. The websites given, and those found through a search, will provide enough facts for a multi-slide presentation. Students can add appropriate cultural music. As an alternative, an oral report with traditional visual aids can be given.*

Activities (continued)

- *Students in upper grade levels can take the information and write journal entries from the perspective of one of these displaced persons. The journals can be bound and attractively presented as books, diaries, or scrapbooks. They can be illustrated with drawings, mementoes, maps, and photos. The outside should be attractively covered. Composition books can be used for the basic book (before covered) or resources for making books are available at craft stores.*
- *Gifted and motivated students may work on a number of projects. They can prepare position papers and debate their particular positions. Position papers can be written and then presented, or they can be bound together as a resource. They can also re-enact the Korematsu vs. United States or Hirabayashi vs. United States decisions. [Information about the Korematsu case](#) can be found at [Landmark Supreme Court Cases](#). [HistoryLink](#) provides an [essay about Hirabayashi](#). A good book useful in visualizing how to do one of these trials is *Justice and Dissent: Ready-to-Use Materials for Recreating Great Trials in American History* by Gary Parker Schoales 9ISBN 0-87628-752-60. Trials like this are wonderful when videotaped.*

Assessment

Student projects will be evaluated on how thoroughly and accurately they compare the experiences of the three groups, accuracy of conventions (grammar, spelling, punctuation), creativity, and oral reporting skills (if used). PowerPoints can be evaluated on their thoroughness and accuracy, the number of images or slides used, and the variety of images. Journals are evaluated for the accuracy of the details expressed in the letters, creativity, attractiveness of the presentation, and other factors.

Assessment rubrics are provided for the [presentation](#) and the [journal](#).

Supplemental Information

Critical vocabulary

According to Merriam-Webster online dictionary:

- ***repatriate***—*to restore or return to the country of origin, allegiance, or citizenship*
- ***deportation***—*the removal from a country of an alien whose presence is unlawful or prejudicial*
- ***internment***—*to confine or impound especially during a war*
- ***immigration***—*to come into a country of which one is not a native for permanent residence*
- ***resettlement***—*the act of bestowing or giving possession again under legal sanction*

North Carolina Curriculum Alignment For Social Studies (2003)

Grade 11–12 — United States History

- **Goal 2: Expansion and Reform (1801-1850)** - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.
 - **Objective 2.01**: Analyze the effects of territorial expansion and the admission of new states to the Union.
- **Goal 9: Prosperity and Depression (1919-1939)** - The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties."
 - **Objective 9.04**: Describe challenges to traditional practices in religion, race, and gender.
- **Goal 10: World War II and the Beginning of the Cold War (1930s-1963)** - The learner will analyze United States involvement in World War II and the war's influence on international affairs in following decades.
 - **Objective 10.03**: Describe and analyze the effects of the war on American economic, social, political, and cultural life.

Grade 8

- **Goal 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.**
 - **Objective 3.05**: Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.
- **Goal 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.**
 - **Objective 6.01**: Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.

Common Core Standards For English Language Arts (2010)

History/Social Studies

- *Grades 11-12*
 - » *11-12.LH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*
 - » *11-12.LH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.*
- *Grades 6-8*
 - » *6-8.LH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.*
- *Grades 9-10*
 - » *9-10.LH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.*

North Carolina Essential Standards For Social Studies (2010)

- **Grade 8**

- *8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States. 8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues. 8.H.1.2 Summarize the literal meaning of...*
- *8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States. 8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary...*

North Carolina Essential Standards for Social Studies (2010) (continued)

- ***United States History II***

- *USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time. USH.H.1.1 Use Chronological thinking to: Identify the...*
- *USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time. USH.H.1.1 Use Chronological thinking to: Identify the...*
- *USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time. USH.H.3.1 Analyze how economic, political, social, military and religious factors influenced United States...*
- *USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time. USH.H.3.1 Analyze how economic, political, social, military and religious factors influenced United States...*

How To Incorporate CCSS Into Lesson Plans

- Move students up levels of text complexity by providing them with lots of just-right, high-interest texts and the time to read them.
- Prioritize argument and informational writing.
- Focus on higher-order comprehension instruction: move beyond plot.
- Increase cross-curricular, analytical nonfiction reading. (Calkins, Ehrenworth and Lenman, 2012, pp. 18, 19).

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Questions

Questions, comments, and/or experiences from the participants are welcome.