



## and the Common Core State Standards

*“To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations as part of a whole class, in small groups, and with a partner. Being productive members of conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.”*

—CCSS Note on Range of Content of Speaking and Listening

The Common Core State Standards are divided into strands—Reading, Writing, Speaking and Listening, and Language. In all grade levels, each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that are identical across all grades and content areas. *Discussions4Learning* addresses these anchor standards and supports ongoing development of core skills throughout the program.

**Note:** All standards that are **boldfaced and underlined** indicate standards that are addressed in every single lesson of *Discussions4Learning*, regardless of the grade that you’re teaching or the level of *Discussions4Learning* that you’re using.

### Anchor Standards for Reading

1. Reading for Literature (RL)
2. Reading for Informational Text (RI)

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical references from it; **cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**Note:** In *Discussions4Learning*, students cite specific **visual** evidence when writing or speaking to support conclusions drawn from observing the **image**.

2. **Determine central idea or ideas** from a text and analyze their development, summarize the key supporting details and ideas.

**Note:** In *Discussions4Learning*, students determine and discuss the ideas presented in the content of an image and relate it to an ongoing theme.

3. Analyze how individuals, events, and ideas develop and interact over the course of a text.

**Note:** In *Discussions4Learning*, students analyze **fine art and photographic images** that contain narrative and informational content that includes individuals, events, and ideas. Students are encouraged to describe and analyze these interactions as they discuss the image. This standard is represented in every level of *Discussions4Learning*.

## Anchor Standards for Reading (continued)

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Note:** In *Discussions4Learning*, students interpret words and phrases as they are used in discussing an **image**.

6. Assess how point of view or purpose shapes the content and style of a text.

**Note:** In *Discussions4Learning*, students assess how point of view or purpose shapes the content and style of an artwork or photograph.

### Integration of Knowledge and Ideas

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
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.

**Note:** In *Discussions4Learning*, students analyze how two or more images address similar themes or topics in order to build knowledge or to compare the approaches the artists and photographers take.

## Anchor Standards for Foundational Skills (RF)

There are numerous opportunities for connecting to foundational skills.

## Anchor Standards for Writing (W)

Although *Discussions4Learning* is an oral language program, cross-over skills applicable to CCSS writing standards are found throughout the program. Writing activities can be easily added to the lesson to develop these connections.

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Note:** In *Discussions4Learning*, students practice language related to creating and supporting arguments. Throughout the discussion, teachers encourage students to clarify their ideas with supportive evidence. Students practice using language frames applicable to speaking and writing arguments such as “I agree/disagree with Simon because” in every level of the program.

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.

**Note:** In *Discussions4Learning*, students are encouraged to analyze the content of an image and explain their reasoning throughout the program. Teachers prompt students to develop their observations with language like “Say more about that” or “Why do you think so?” This encourages the class to evaluate the comment, think for themselves, and support their statements with evidence.

## Anchor Standards for Speaking and Listening (SL)

### Comprehension and Collaboration

1. Prepare for and **participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
2. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**
3. **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

### Presentation of Knowledge and Ideas

6. **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated and appropriate.**

## Anchor Standards for Language (L)

### Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

### Knowledge of Language

3. **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening.**

### Vocabulary Acquisition and Use

4. **Determine or 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.**
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Note:** The concept of figurative language and comparing literal and figurative meanings of words like *inundate* begins in Level D. This concept begins in the CCSS in grade 3.

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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

# Grades 6–12 Literacy in History/Social Studies, Science, & Technical Subjects

The CCSS includes additional Literacy standards for history/social studies, science, and technical subjects in grades 6–12. *Discussions4Learning* presents a wide range of cross-curricular content connections to science, history, culture, social studies, and math. For example, lessons in Level C include content relating to the Fibonacci sequence, habitats, predator/prey relationships, the Great Sphinx, and the Eiffel Tower. Fine art and photographic images present cultures from around the globe and represent many historical time periods. Historical background information about the images is presented at the beginning of each week and in every daily lesson. See the following examples of content specific literacy standards met in *Discussions4Learning*:

**Note:** In *Discussions4Learning*, students evaluate and discuss **images** rather than texts.

## ELA Standards for History/Social Studies Grades 6–8

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.

### Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## ELA Standards for History/Social Studies Grades 9–10

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, and economic aspects of history/social science.

## ELA Standards for Science and Technical Subjects Grades 6–8

### Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical context related to grades 6-8 texts and topics.

## ELA Standards for Science and Technical Subjects Grades 9–10

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

### Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical context related to grades 9-10 texts and topics.

## ELA Standards for Science and Technical Subjects Grades 11–12

### Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical context related to grades 11-12 texts and topics.