**Connecting CCR Standards to the Key Advances**

**Materials:**

* “CCR Anchor Standards”
* “Name the Standards”
* “CCR Anchor Standards” cards

**Part 1 Directions:**

1. Working as a table, read two subsections of the “CCR Anchor Standards” identified by your coach (either *reading and language* or *writing and speaking and listening*).
2. Using “Name the Standards,” assign a one- to five-word “name” for each standard assigned to you. Go with your gut regarding the essential heart of each standard and don’t get stuck in wordsmithing your answer.
3. Participate in a whole group session to compare notes and create consensus.

**Part 2 Directions:**

1. Next, you will receive a card with a CCR anchor standard printed on it.
2. Take some time to carefully read your anchor standard.. Then look at the four categories posted around the room: the three key advances and an “other” category. (Use the “other” category if you do not feel your anchor standard connects to one of the three key advances.)
3. Once you’ve decided in which category your standard *best* fits, get up and walk over to stand by that poster.
4. Once everyone is in one of the four groups, discuss why you think this category is your standard’s best fit. See if others agree.
5. Move to another category only if you are convinced from the discussion there is a better alignment with one of the other categories. But stand your ground if you don’t agree!
6. Then, be prepared to share as a whole group:
	* What do you notice about the colors of the cards in your key advance?
	* Can you figure out what the colors represent?
	* What standards are represented under text complexity, evidence, and building knowledge?
	* What are some rationales about why participants chose to relate that standard to that particular key advance?
	* Did anyone have a hard time deciding which group to pick?
	* Did anybody wonder about being part of another group? What key advances were the contenders?
	* How about those of you in the “other” category. What standard do you have?
	* Anyone from the other advances want to adopt them?
	* If so, ask for a volunteer from that group to make a case for why that standard belongs there.

**Name the Standards**

|  |  |
| --- | --- |
|  | **Reading Anchor Standards** |
| 1. |  |
| 2. |  |
| 3. | Interactions |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

|  |  |
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|  | **Writing Anchor Standards** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. | Evidence from texts |

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|  | **Speaking and Listening Standards** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. | Adapting language to context |

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|  | **Language Anchor Standards** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. | Academic vocabulary |