



TRANSITIONING TO THE COMMON CORE STATE STANDARDS IN ELA: A SUGGESTED CHECKLIST FOR CURRICULUM DEVELOPERS

This checklist will help curriculum developers ensure that curriculum, instruction, and assessments are aligned to the Common Core State Standards (CCSS).

Grade-level standards must be used for developing curriculum, NOT anchor standards, in order to ensure proper alignment.

Evaluation and Alignment of Current Curriculum

- Review current curriculum to evaluate alignment to the CCSS. Be mindful of text complexity and depth of understanding required by the CCSS and consider the implications for instruction.
- Evaluate all current and relevant curriculum documents to ensure alignment not only to the CCSS, but between documents; i.e. curriculum maps, KUDs, scope and sequence, student learning maps, pacing guides, etc. Support materials should work in tandem to create a cohesive and comprehensive program.
- Determine if all instructional units provide explicit instruction on the CCSS (explicit means that if the standard is not present/documented in the unit, it may not be taught). Consult the Literacy Concept Organizers for an unpacking of the CCSS and use of recursive strategies.
http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml
- Determine if grade-level standards are in the appropriate instructional units.
- Evaluate formative and summative assessments to ensure alignment to the CCSS and alignment to all relevant curriculum documents. (e.g.; unit curriculum maps/KUDs align to the unit assessment). Assessments should reflect the rigor of the CCSS. Do not rely on publishers' alignment or evaluation of depth of knowledge. Consult CCSS for guidance and the DCAS portal for cognitive levels by grade.

Alignment of Current Core Texts and Curriculum Materials

- Evaluate all currently used core texts and materials to make sure key concepts, instruction, and vocabulary align to the CCSS.
- Evaluate reading materials to ensure they reflect the text complexity (see Appendix A of CCSS) and variety of text types delineated in the CCSS.
- Consult the *Publishers' Criteria for the Common Core State Standards English Language Arts and Literacy, Grades K-2 and 3-12*. This document provides valuable guidance to publishers and curriculum developers to ensure alignment to CCSS in ELA. For example, topics include: Text Selection, Questions and Tasks, Academic Vocabulary, Key Criteria, Building Instructional Materials, etc.



- Evaluate alignment of formative and summative assessments embedded in core materials (e.g. theme/unit assessments) and make sure they reflect the rigor of the CCSS.

Update and Revise Curriculum

- Revise or create a new curriculum framework (e.g., pacing guide, curriculum map, scope and sequence) to reflect all changes, and map out units.
- Consider the following when creating pacing guides:
 - Determine the number of days needed for assessments (e.g., DIBELS, DCAS, RtI)
 - Determine the number of abbreviate/half days (e.g., assemblies, parent conferences, professional development)
 - Include assessment dates on the pacing guides
- Revise and/or create new KUDs and learning maps as needed (these documents will inform lesson planning and instruction).
 - Consider creating a gap analysis chart– this chart would show grade-level standards in each unit to determine where gaps exist and the depth and breadth of standards across units.
 - Use the Literacy Concept Organizers to help with appropriate grade level “Dos”, and “Knows”.

Update and Revise Assessments

- Create and/or revise formative and summative assessments that align to the CCSS and unit frameworks.
- Consider common assessments to promote collaborative scoring, discussion of student work, student progress toward CCSS, and to determine revisions that may be needed to curriculum and/or instruction.
 - Review, select and write questions that reflect the depth, breadth and cognitive demands articulated in the Common Core State Standards. A resource, *Linking the Common Core Standards, Classroom Instruction, and DCAS* will be available in the near future.
 - Create common scoring rubrics and anchor sets for constructed response items, extended response items and writing (text-based and stand alone) tasks.
http://www.doe.k12.de.us/aab/files/Linking_ReadingCntnt_Stan_Clssrm_1nstr_DSTP112007.pdf
 - Consider the Delaware Text-based Writing Rubric and rubrics for constructed response and extended response items for CCSS writing tasks. http://www.doe.k12.de.us/aab/files/DSTP_TBW_Rubric_0908.pdf



- Consider mechanisms/methods of data collection for common assessments; include assessment dates on pacing guides.
- When creating questions, make sure that vocabulary is grade-level appropriate and the wording is clear and concise. Items should measure students' understanding of the text, not the question posed. Note: Use a Vocabulary Guide (e.g., *EDL Vocabulary Guide* or *Children's Writer Book*) when creating questions to make sure that vocabulary is grade-level appropriate.
- Determine if formative and summative assessments are balanced to include multiple measures (e.g., portfolios, performance-based tasks, multimedia).

Review and Evaluate Instructional Materials/Resources

- List resources/curriculum tools needed for each instructional unit (e.g., short stories, literary nonfiction, range of texts with appropriate text complexity)
- Align "needed" list with current core materials; start with aligned resources from the core text and materials (these would be district-provided to all teachers); then consider teacher-created, pulled, purchased, and supplemental materials that are aligned and research-based.
- Follow the *Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2 and 3-12*.
- Determine additional resources/curriculum tools that will need to be purchased or evaluated to fill in gaps in the curriculum.
- Consult the Common Core State Standards for the range of texts and complexity required at each grade level.

Additional Considerations

- Professional development for teachers: standards, materials, strategies, assessment, etc. (long-range and short-range)
- Professional development for administrators: standards, curriculum/instruction/assessment documents, look-fors,
- Departmental and/or grade-level PLCs: topics, protocols, goals, etc. (long-range and short-range)
- Curriculum and assessment access: electronic, binder – both
- Create models and/or provide examples of for educators:
 - Rubrics
 - Assessments
 - Templates
 - Graphic Organizers