

Student Literacy and the Common Core: A Match Made in Heaven or...Elsewhere? —AISA Annual Conference

Anchor Standards for English/ Language Arts and Literacy standards for history/social studies, science and technical subjects:

Reading

Key Ideas and Details

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

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.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 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.

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

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.
- 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.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Production**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- 1. Prepare for and participate effectively in a range of conversations and collaborations 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

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or 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.
- 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. grammar, usage, and mechanics.

Excerpt from Martin Luther King, Jr.'s Acceptance Speech – Nobel Peace Prize 1964

...“I accept the Nobel Prize for Peace at a moment when 22 million Negroes of the United States of America are engaged in a creative battle to end the long night of racial injustice. I accept this award on behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice. I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered. And only yesterday more than 40 houses of worship in the State of Mississippi alone were bombed or burned because they offered a sanctuary to those who would not accept segregation. I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.

Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle; to a movement which has not won the very peace and brotherhood which is the essence of the Nobel Prize.

After contemplation, I conclude that this award which I receive on behalf of that movement is a profound recognition that nonviolence is the answer to the crucial political and moral question of our time - the need for man to overcome oppression and violence without resorting to violence and oppression. Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. Sooner or later all the people of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood. If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.

The tortuous road which has led from Montgomery, Alabama to Oslo bears witness to this truth. This is a road over which millions of Negroes are travelling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new Civil Rights Bill, and it will, I am convinced, be widened and lengthened into a super highway of justice as Negro and white men in increasing numbers create alliances to overcome their common problems..."

Excerpt from Nelson Mandela's Acceptance Speech – Nobel Peace Prize 1993

..."I would also like to take this opportunity to congratulate my compatriot and fellow laureate, State President F.W. de Klerk, on his receipt of this high honour.

Together, we join two distinguished South Africans, the late Chief [Albert Lutuli](#) and His Grace Archbishop [Desmond Tutu](#), to whose seminal contributions to the peaceful struggle against the evil system of apartheid you paid well-deserved tribute by awarding them the Nobel Peace Prize.

It will not be presumptuous of us if we also add, among our predecessors, the name of another outstanding Nobel Peace Prize winner, the late Rev [Martin Luther King Jr.](#)

He, too, grappled with and died in the effort to make a contribution to the just solution of the same great issues of the day which we have had to face as South Africans.

We speak here of the challenge of the dichotomies of war and peace, violence and non-violence, racism and human dignity, oppression and repression and liberty and human rights, poverty and freedom from want.

We stand here today as nothing more than a representative of the millions of our people who dared to rise up against a social system whose very essence is war, violence, racism, oppression, repression and the impoverishment of an entire people.

I am also here today as a representative of the millions of people across the globe, the anti-apartheid movement, the governments and organisations that joined with us, not to fight against South Africa as a country or any of its peoples, but to oppose an inhuman system and sue for a speedy end to the apartheid crime against humanity.

These countless human beings, both inside and outside our country, had the nobility of spirit to stand in the path of tyranny and injustice, without seeking selfish gain. They recognised that an injury to one is an injury to all and therefore acted together in defense of justice and a common human decency.

Because of their courage and persistence for many years, we can, today, even set the dates when all humanity will join together to celebrate one of the outstanding human victories of our century.

When that moment comes, we shall, together, rejoice in a common victory over racism, apartheid and white minority rule..."

Stopping by the Woods on a Snowy Evening

by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Sonnet 18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of
May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course
untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his
shade,
When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.

Children of the Valleys

By Gerald Kithinji

And as the hills yonder
Turned red from sunset rays
As darkness engulfed the valley
And the sweet sounds of birds
Rent the cool evening air

Our cows and sheep and goats
Hurried down the footpath
As though they were late
To a gathering of clans
Or to one of their own

And we the happy herds' boys
Turned our ravenous thoughts
To bananas yams and milk
And all available munch-able stuff
To calm our restless tummies

And as the evening metamorphosed into night
And the stars of the sky reclaimed their might
We the famished children of the valleys
Approached the fireside with widening eyes
As the roughshod soldiers laid claim to all
And shot in the air to frighten us all.

And so we watched with pangs of hunger
Training our wrath and rancor and dismay
To other sons and daughters of Africa
Who for reasons best known to them
Or known only to their heartless handlers
Proclaimed themselves 'defenders of our
freedom.'

Voila! Children of the valleys of Africa
And of the cities and slums of Africa
You who gather in the evening breeze
After torrid days in the fields and streets
Only to return to a darkening sky
Sans food sans wear sans light. Voila!

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Presentation slides available at <http://jillspencer.org/resources/>

Additional vocabulary resources can be found at

<http://portaportal.com/> Guest Name: spenceraisa