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| **GOAL** | **STANDARDS AWARENESS** | **PLANNING WITH STANDARDS** | **USING CCSS IN FORMATIVE ASSESSMENT** | **EMBEDDED STANDARDS-BASED PRACTICE** | **STUDENT AWARENESS OF CCSS** |
| **I implement the CC Standards specific to my grade level in my regular practice** | I have a copy and am aware of the ELA CCSS at my grade level. | I refer to the ELA CCSS at my grade level(s) when I plan. | I refer to the ELA CCSS at my grade level(s) when I design formative assessments. | I deliberately and regularly embed ELA CCSS in my literacy and/or content instruction and assessment practice. | Grades 5-8: My students can articulate what standards are being addressed.  Grades K-5: My students can articulate the core learning goals. |
| **I implement specific CC instructional shifts and foci in my regular practice** | I understand what is meant by Academic Vocabulary in the ELA CC. | I have begun to incorporate Academic Vocabulary in my lesson planning. | I have begun to incorporate Academic Vocabulary in my assessments. | I deliberately and regularly embed Academic Vocabulary in my literacy and/or content instruction and assessment practice. | My students are aware of and use Academic Vocabulary in reading, writing and content areas. |
|  | I understand what is meant by use of multiple texts. | I have begun to incorporate multiple texts in my lesson planning. | I have begun to incorporate multiple texts in some assessments. | I deliberately and regularly embed multiple texts in my literacy and/or content instruction and assessment practice. | My students are aware of and use multiple texts in reading, writing and content areas. |
|  | I understand what is meant by informational and non-fiction student reading. | I have begun to incorporate more informational and non-fiction student reading in my lesson planning. | I have begun to incorporate informational and non-fiction student reading in my assessments. | I deliberately and regularly embed informational and non-fiction reading in my literacy and/or content instruction and assessment practice. | My students are aware of and use informational and non-fiction reading in reading, writing and content areas. |
|  | I understand what is meant by Mentor Texts. | I have begun to incorporate Mentor Texts in my lesson planning. |  | I deliberately and regularly embed Mentor Texts in my literacy and/or content instruction and assessment practice. | My students are aware of and use Mentor Texts in reading, writing and content areas. |
|  | I understand what is meant by close reading strategies. | I have begun to incorporate close reading strategies in my lesson planning. | I have begun to incorporate close reading strategies in my assessments. | I deliberately and regularly embed close reading strategies in my literacy and/or content instruction and assessment practice. | My students are aware of and use close reading strategies in reading, writing and content areas. |
|  | I understand what is meant by evidence based response to text in writing and student discussion. | I have begun to incorporate evidence based response to text in my lesson planning. | I have begun to incorporate evidence based response to text in my assessments. | I deliberately and regularly embed evidence based response to text in my literacy and/or content instruction and assessment practice. | My students are aware of and use evidence based response to text in reading, writing and content areas. |
|  | I understand what is meant by student discourse and argumentation. | I have begun to incorporate intentional student discourse and argumentation in my lesson planning. | I have begun to document student evidence based argumentation as formative assessment. | I deliberately and regularly embed student discourse and argumentation in my literacy and/or content instruction and assessment practice. | My students are aware of and use student discourse and argumentation in reading, writing and content areas. |
|  | I understand what is meant by complex texts. | I have begun to incorporate complex texts in my lesson planning. | I have begun to incorporate complex texts in my assessments. | I deliberately and regularly embed complex texts in my literacy and/or content instruction and assessment practice. | My students are aware of and use complex texts in reading, writing and content areas. |