COMMON CORE ALIGNMENT
The SpringBoard Difference:
Our integrated model of literacy provides thematic units that integrate reading, writing, speaking and listening and language skills. These units emphasize the strong connection between reading and writing while providing grammar and vocabulary instruction in context. This unique design creates a balanced and vertically aligned system of literacy development that engages students and prepares them for success with Common Core State Standards.

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<th>Common Core State Standards for ELA include...</th>
<th>SpringBoard provides...</th>
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<tr>
<td>1. CCSS Reading: Literature and Informational Texts, Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range and Level of Text Complexity</td>
<td>Literary and Informational Texts selected to be both challenging and engaging for students, Explicit instruction in close reading and the opportunity to annotate within the student text, A wide range of research-based reading strategies that empower students, Scaffolded instruction that moves students toward independence</td>
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<td><strong>As the official pre-AP program of The College Board, SpringBoard prepares students for the rigorous textual analysis expected in AP English courses.</strong></td>
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<td>2. CCSS Writing: Text Types and Purposes (Argument, Informative, Narrative), Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing</td>
<td>Guided instruction for writing arguments, informative texts, and narratives, Mode-specific Writing Workshops, open-ended prompts and Embedded Assessments with Scoring Guides, An Emphasis on Purpose and Audience, Formal and Informal Writing Tasks, Multiple opportunities for short and extended student research, A wide range of research-based writing strategies</td>
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<td>Strategies are embedded within the instructional activities to encourage best practices and sustain independent student learning.</td>
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<td>3. CCSS Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas, SpringBoard develops students’ skills with focused discussions such as Socratic Seminars and Literature Circles.</td>
<td>A student-focused classroom where collaboration is fostered, A variety of nonprint texts including films, Multiple opportunities for student presentations, including speeches and performances, Specific strategies for collaboration and oral communication</td>
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<td>4. CCSS Language: Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use, SpringBoard includes the essential rules while also considering how craft enhances choices about grammar, conventions, vocabulary, and style.</td>
<td>Signal Boxes that provide grammar support and instruction in the context of actual reading and writing, An emphasis on style analysis that transfers to students’ own use of language, An awareness of language as a flexible tool that can be adapted for specific contexts, A direct and integrated approach to vocabulary instruction that includes in-context and academic vocabulary, Greek and Latin roots, multiple-meaning words, and literary terms defined at point of use</td>
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## I. Key Criteria for Text Selection

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<th>1. CCSS Text Complexity:</th>
<th>SpringBoard Text Complexity:</th>
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<td><strong>A. Texts per grade align with complexity requirements</strong></td>
<td>Evaluations of text complexity and an emphasis on access, engagement, and balance between reader and task</td>
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| **B. All students have extensive opportunities to encounter grade-level complete texts** | More direct and explicit scaffolding  
Responsive to user feedback from users on age-appropriate materials  
Explicit reading pedagogy incorporated more explicitly into scaffolded lessons (before – during – after reading)  
Close reading strategies emphasized – marking/annotating and questioning the text  
Example Texts:  
- “Stranger in the Village” by James Baldwin  
- “Everyday Use” by Alice Walker  
- “Grant and Lee: A Study in Contrasts” by Bruce Catton |
| **C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade** | Encourage multiple readings of a text for comparison and deeper analysis  
Emphasize style and literary analysis  
Facilitate additional analysis of structure and its relation to effective argument and analysis  
Text examples:  
- “Eleven” by Sandra Cisneros  
- “O Captain, My Captain” by Walt Whitman  
- “Gift of the Magi” by O. Henry  
- “The Story of an Hour” by Kate Chopin  
- “Speech to the Virginia Convention” by Patrick Henry |
| **D. Novels, plays, other extended full length readings with opportunities for close reading** | Stronger connections to building skills through independent reading  
Multiple longer texts requiring sustained research  
Emphasizes close reading of passages with connections and contextualizing  
Literature Circles  
Added independent reading support in materials  
Students read a novel and/or a drama at every level. Example texts:  
- *Othello*  
- *Romeo and Juliet*  
- *The Giver*  
- *Fahrenheit 451* |
| **E. Additional materials aim to increase regular independent reading of texts that appeal to students’ interests while developing both their knowledge base & joy in reading** | Includes lists of suggested independent readings (focused on a variety of complex texts) including high-interest young adult literature as well as canonical literature  
Offers links to independent reading that are explicitly connected to lessons and skills taught in the unit |
2. **CCSS Range and Quality of Texts:**

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**B. In grades 6–12, shift balance of texts/instructional time to reading substantially more literary nonfiction**

- Increased number of literary non-fiction texts across all grade levels (essays, speeches, opinion pieces, historical documents)
- Includes relevant multi-disciplinary non-fiction (seminal documents)

  Example Texts:
  - *Declaration of Independence*
  - “Speech to the Virginia Convention” by Patrick Henry
  - “Letter from Birmingham Jail” by Martin Luther King Jr.

**C. The quality of the suggested texts is high—they are worth reading closely, and exhibit exceptional craft/thought or useful information**

- Emphasizes evaluating text complexity to assure users of text quality based on quantitative, qualitative, and reader task criteria
- High-quality texts worthy of close and repeated reading prominently featured

**D. Specific texts or text types named in standards are included**

- Foundational documents used in each level with specific units focused on American and World literature, Shakespeare, and American drama

  Example Texts:
  - *Declaration of Independence*
  - Preamble to the Constitution
  - The Bill of Rights
  - “Lincoln’s 2nd Inaugural Address” by Abraham Lincoln

**E. Within sequence or collection of texts, specific anchor texts are selected for especially careful reading**

- Anchor texts used within thematic units of study

  Example Unit: Literary Theory study in 12th grade
  - “Shooting an Elephant” by George Orwell
  - *Pygmalion* by George Bernard Shaw

  All units have central and ancillary texts.
## II. Key Criteria for Questions and Tasks

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| **High-Quality Text-Dependent Questions and Tasks (A – F)** | New “key ideas and details” focus on text-based questions (interpretive questions)  
  Example Texts:  
  - “The Cask of Amontillado” by Edgar Allan Poe  
  - “Advice to Youth” by Mark Twain  
  Increase in the number of performance-based tasks (writing and performing)  
  Example tasks:  
  - Literary analysis essays  
  - Interpretive performance of text  
  - Informal and formal oral presentations that require citing textual support  
  - EA: “Presenting a Literary Work Through Multiple Critical Perspectives”  
  Many writing tasks are based on analysis of text and require citing textual evidence. For example:  
  - LSU1 Writing a Synthesis Essay  
  - L2U3 Writing a Literary Analysis  
  Before – During – After reading (instructional design) fosters deeper understanding and insight  
  Informational and argumentative texts have been revised to reflect current issues to increase student interest and engagement. |
| **Cultivating Students’ Ability to Read Complex Texts Independently (A–F)** | Literature Circles assignments and activities for independent reading are closely tied to instruction in skills and concepts in each unit  
  Reading strategies are embedded and in context of close reading and independent use by students. For example:  
  - Socratic Seminar  
  - Literature Circles  
  Textual suggestions for outside reading increase in complexity and are tiered to support diverse learners (e.g. ELL)  
  Graphics are positioned as text, not in support of text (e.g. close reading of graphic novels and art)  
  - *The Arrival* by Shaun Tan  
  Graphics included as means of supporting reading comprehension  
  - “Facts About Marketing to Children” |

## III. Key Criteria for Academic Vocabulary

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| **Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction** | New emphasis on cross-disciplinary vocabulary as distinct from domain-specific terms  
  Identified Tier 2 words within each unit and provide focused instruction surrounding vocabulary  
  Vocabulary Notebooks give students ownership of their increasing growth in understanding. |
## IV. Key Criteria for Writing to Sources and Research

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| **1. Materials portray writing to sources as a key task** | Extensive addition of writing prompts require students to write in response to sources.  
“Be sure to” for writing tasks explicitly set forth writing requirements  
Scoring Guides include “relevant and appropriate textual evidence”  
Embedded Assessments require students to analyze, reflect and research in response to texts.  
On-line writing prompts ask students to write in response to sources:  
Writing activities include Response to Literature;  
Research and Argumentative Writing Workshops reinforce skills in writing literary nonfiction. |
| **2. Materials focus on forming arguments as well as informative writing** | Focus less on personal writing and more on argumentative & informative/explanatory writing. For example:  
• L5U2EA2: Creating an Argument  
• L1U3 EA2: Writing an Expository Essay  
Genre-specific writing instruction moves toward blended writing and full academic writing. For example:  
• Creating a News Outlet  
• Narrative Interview  
• Multi-Genre Research Project |
| **3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question** | Increased emphasis on student choice in format and mode depending on audience and task (Writing Workshop Series)  
Writer’s Craft activities focus on application of language and usage to achieve coherence and structure.  
More activities focus on the deliberate use of language to achieve a specific effect.  
Strategies such as SOAPSTone encourage students to analyze audience and purpose in reading and focus on audience and purpose when writing. |
| **4. Students are given extensive practice with short, focused research projects** | More purposeful use of research with a greater degree of independence. For example:  
• L1U3: Research and Debating a Controversy  
• L3U4: Presenting a Multi-Media Campaign  
Research emphasizes the need to find logical evidence to use in writing.  
Students reflect on how research informs their understanding and interpretation of what they are reading. For example:  
• L4U5: “Shakespeare’s Globe” |
### V. Additional Key Criteria for Student Reading, Writing, Listening and Speaking

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| 1. Materials provide systematic opportunities for students to read complex text with fluency | Includes more complex elements of oral reading (inflection, rehearsal, etc.) For example:  
  - L4U5: Presenting a Dramatic Interpretation  
  - L6U2: Writing and Presenting a Speech |
| 2. Materials help teachers plan substantive academic discussions | Student-centered classroom and student-led discussions remain the focus of the instructional framework.  
  Text-based academic discussions are featured throughout materials:  
  - Socratic Seminars  
  - Literature Circles  
  - Structured Academic Controversy  
  - Debates  
  - Discussion Groups |
| 3. Materials use multimedia and technology to deepen attention to evidence and texts | New “technology connections” to encourage creative and independent use of technology  
  Online interactive text materials  
  Student presentations incorporate multimedia components.  
  Same text, different text:  
  - *Romeo and Juliet*  
  - *Othello*  
  - *Midsummer Night’s Dream* |
| 4. Materials embrace the most significant grammar and language conventions | Writers Craft asks students to apply grammar and language conventions in their own writing with precision.  
  Grammar and language instruction is integrated and taught in the context of authentic reading and writing.  
  Students study how published authors use grammar and language stylistically  
  Includes Editor’s Checklists  
  Scoring Guides indicate when formal conventions are expected  
  New explicit mini-lessons on grammar and language use added |

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