

The 3 Year Transition Plan outlines what OSPI and statewide partners are committed to providing in terms of support for Washington’s schools as we transition to the Common Core State Standards. Whereas the Map of Skills and Concepts shows the destination, the transition plan highlights one path being built. Both documents were created as collaborative efforts between OSPI and members of the Literacy Leadership Cadre (LLC), which represents all nine ESDs.

While districts may determine their own plans for implementing the Common Core State Standards (CCSS) for English Language Arts, this transition plan was designed for those districts who want guidance on how to begin implementation. This framework shows the basic calendar for support availability.

This plan is based on the understanding that the Washington K-10 Reading and Writing Standards (EALRs and GLEs) will be assessed through 2013-2014.

### ***Washington’s Three Year Transition Plan for English Language Arts***

	<b>K-12 English Language Arts</b>
<b>Introduction</b>	<b>Familiarize district/building leadership team with <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</i>.</b> Investigate and interpret the implications for instruction in reading, writing, speaking and listening, and language.
<b>Year One 2011-2012</b>	<p><b>Identify and understand the design of skills and concepts in ELA</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the vertical articulation of skills and concepts from Kindergarten through Career and College Readiness</li> <li>• Develop an understanding of overarching cross-content concepts (i.e., technology and media)</li> </ul> <p><b>Understand the increasing text complexity, its role in preparing students to be career and college ready, and implications for instruction and materials.</b></p> <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
<b>Resources</b>	<a href="#">Common Core State Standards Documents</a> ESD support and technical assistance <a href="#">Introduction and Year One Support Modules</a> <a href="#">OSPI technical assistance</a> <a href="#">OSPI CCSS Webinar Series</a>

	<b>K-12 English Language Arts</b>
<p><b>Year Two</b> 2012-2013</p>	<p><b>Year One focus and strategies, and:</b></p> <p><b>Adjust curricular materials and adapt instruction to:</b></p> <ul style="list-style-type: none"> <li>• Build a shared responsibility for the development of reading and writing skills and knowledge across content areas through a <b>balance of nonfiction and literature texts</b></li> <li>• Focus on the role of <b>argument</b> in reading and writing and speaking and listening instruction, with particular emphasis incorporating <b>text-based questions</b> and <b>writing using evidence</b> from sources.</li> <li>• Intentionally address <b>academic vocabulary</b> and its role in reading comprehension and written and oral language production.</li> <li>• Begin to develop, enhance, and integrate <b>literacy skills across social studies/History, science, and other technical subjects.</b></li> </ul> <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
<p><b>Resources</b></p>	<p> <a href="#">Common Core State Standards Documents</a>              ESD support and technical assistance              <a href="#">OSPI technical assistance</a>              <a href="#">OSPI CCSS ELA Webinar Series</a> </p>

K-12 English Language Arts	
<b>Year Three</b> 2013-2014	<p><b>Years One and Two foci and strategies, and:</b></p> <p><b>Adjust curricular materials and adapt instruction to:</b></p> <ul style="list-style-type: none"> <li>• Emphasize <b>speaking and listening</b> skills as an avenue to evaluate, integrate and present information from many sources.</li> <li>• Expand and deepen the teaching of <b>language skills</b>, focusing on the relationship between grammar and usage and the comprehension and production of effective written text.</li> <li>• Incorporate <b>technology/multi-media</b> to gather, research, develop, and publish information.</li> </ul> <p><b>Engage in continued professional development</b>, collaborative study, and action to address the depth of the curricular and instructional shifts (i.e. text complexity, academic vocabulary, content literacy, and writing instruction).</p> <ul style="list-style-type: none"> <li>• Plan collaboratively to develop rigorous English language arts lessons and units using the CCSS.</li> </ul> <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
<b>Resources</b>	<a href="#">Common Core State Standards Documents</a> ESD support and technical assistance <a href="#">OSPI technical assistance</a>

K-12 English Language Arts	
<b>Year Four</b> 2014-2015	Full implementation of CCSS
<b>Resources</b>	<a href="#">Common Core State Standards Documents</a> ESD support and technical assistance <a href="#">OSPI technical assistance</a>