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## Aligning Writing to K-12 Standards: *What Teachers Need and What Authors Should Know*

SCBWI-MI Webinar Handout

### STANDARDS QUICK LINKS

- [Next Generation Science Standards](#) (Used in multiple states)
- [Common Core \(English Language Arts and Math\)](#) (Used in multiple states)
- [Social Studies](#) (Michigan-specific)
- [Landing page for all of Michigan's K-12 standards](#) (Those above and more disciplines)

### DEFINING THE HEART OF YOUR BOOK

*Use this table to distill your book's content, identify relevant disciplines, and define the broad strokes of its classroom applicability.*

| Traits to consider  | My book |
|---|---------|
| Grade level(s)  |         |
| What compelling questions does my book help kids explore? |         |
| Big-picture themes/"philosophy"                           |         |
| High-level disciplinary content/skills                    |         |
| More specific content                                     |         |
| More specific skills                                      |         |

## “CROSSWALK” OF DISCIPLINARY STANDARDS’ LAYERS/LEVELS

- Each discipline organizes and codes content and skills in different ways, making apples-to-apples comparison difficult.
- Each discipline’s layers/levels have different names.
- Aligning to multiple disciplines may appeal more to elementary teachers (who typically teach multiple subjects).

| Layer                               | Social Studies Standards   | Science Standards  | Common Core ELA   |
|-------------------------------------|--|--|---|
| Big-picture approach/ philosophy    | C3 Framework: College, Career, Civic life  | <ul style="list-style-type: none"> <li>- <b>Cross-cutting Concepts</b> (Ex: cause-effect, scale, patterns)</li> <li>- <b>Science and Engineering practices</b> (Ex: investigations, using models)</li> </ul> | “College and career readiness”  |
| High-level content/ Skills          | <ul style="list-style-type: none"> <li>- Civics, Econ, Geography, History, organized in a Sequence of Study across grades</li> <li>- “Arc of Inquiry”</li> <li>- Process and Skills Standards</li> </ul> | Four “domains”: Life science, Earth and Space, Physical Science, Engineering   | Four “Strands”: Reading, Writing Speaking, Listening  |
| More specific topics and/or skills  | “Dimensions” within Process and Skills Standards   | <ul style="list-style-type: none"> <li>- Topics</li> <li>- Disciplinary Core Ideas</li> <li>- “Storylines” (grouping of topics)</li> </ul>   | <b>Anchor standards</b> for each Strand<br>Ex: Reading > Key ideas and Details<br>Writing > Text Types and Purposes |
| Most specific content and/or skills | Grade Level Content Expectations (aka, individual standards)   | - Individual standards   | Individual standards  |

# ALIGNMENT STRATEGIES

*Position your book as a vehicle to support rigorous, relevant, and equitable instruction.*

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## 1) DEFINE THE HEART OF YOUR BOOK (p. 1) AND IDENTIFY A RELEVANT DISCIPLINE(S)

- Know your book's brilliance and stay true to it!

## 2) DESCRIBE YOUR BOOK IN WAYS THAT REFLECT THE DISCIPLINE'S<sup>(1)</sup> PHILOSOPHICAL BASIS

- How can using your book support evidence-based teaching practices?
- What are the pedagogical principles emphasized in your book (e.g., critical thinking and investigations)?

Ex: *Economics for the World We Want* integrates the Social Studies Standards' "C3 Framework" of College, Career, and Civic Life. Through the book, students integrate disciplinary knowledge, explore economic principles through a lens of democratic values, and apply thinking skills for responsible civic participation.

## 3) MAP YOUR BOOK TO THE DISCIPLINE'S MID LAYER(S)

- Remember that each discipline's layers/levels are organized and named differently (p. 2).
- Familiarize yourself with the discipline's website and core documents.
- Here, a keyword search can be helpful.

## 4) PINPOINT SPECIFIC STANDARDS

- Locate your book's significant content/topics in standard(s).
- Identify skills students can develop through your book.
- For ELA, embed your content in the standard.
- Present connections in a way that reflects organization of the standards, including codes.
- BONUS: Make the connection visible by describing discussion prompts, activities, etc.

## 5) PRESENT YOUR ALIGNMENT

- Consider the audience and level of detail needed.
- For MG or YA, consider aligning by chapter(s), sections, or themes.
- See sample layouts, next page.

## SAMPLE ALIGNMENT LAYOUTS

*Aligning by chapters or sections can be helpful for MG and YA works.*

Grade: \_\_\_\_\_

| Ch. | Topics/Themes  | Grade-specific standards   |
|-----|--|--|
| 1   | Enter key topics or themes here to provide a big picture. Use names of <b>discipline-specific layers</b> .<br>Examples (for social studies):<br>P.1. Reading and Communication<br>P.1.1 Use appropriate strategies to read and analyze texts | <i>Ex: Market economy: Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i> |
| 2   | Etc.   |  |

Example of another layout (referencing social studies standards):

Title of chapter and brief description: \_\_\_\_\_

| Here, enter the name of the layer for the discipline | Here, enter the specifics  |
|--|--|
| C3 Framework: College, Career, Civic life            | Disciplinary Knowledge<br>Thinking Skills  |
| Social Studies Discipline                            | Economics  |
| “Arc of Inquiry” Process and Skills<br>Standards:    | P.1. Reading and Communication<br>P.1.1 Use appropriate strategies to read and analyze texts                             |
| GLCE   | Market economy: Use fundamental principles and concepts of economics to understand economic activity in a market economy |