

# **The Arts and the Common Core:**

**A Review of Connections  
Between the Common Core  
State Standards and the National  
Core Arts Standards Conceptual  
Framework**



December 2012

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Individuals are encouraged to cite this report and its contents. In doing so, please include the following attribution: The College Board, The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework, New York, N.Y., December 2012.

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## Executive Summary

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Drawing from the strongest models of state standards nationwide, the Common Core State Standards for English Language Arts and Mathematics were released in mid-2010, and they have been quickly adopted by almost all 50 states. The stated mission of this initiative is to provide a “consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and career.” (Common Core State Standards Initiative, 2010)

While a specifically arts-focused branch of the Common Core standards does not exist, and these standards are not intended to replace arts-specific benchmarks, there is evidence in the standards documents that Common Core goals and objectives are meant to apply to subjects outside of the realm of ELA and math. The introduction to the Common Core standards for English Language arts advises that the “literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.” (Common Core State Standards Initiative, 2010a) The term “technical subject” includes the arts, and it is defined by the standards as “[a] course devoted to practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.” (Common Core State Standards Initiative, 2010b)

Since the 2010 publication of the Standards, arts educators and advocates have publically discussed the relationship between this set of expectations and teaching and learning in the arts. How do the Common Core standards relate to the goals of arts education, and what does Common Core-aligned arts instruction look like? In an effort to address these questions, one of the Common Core’s authors developed a document titled *Guiding Principles for the Arts*, applying ELA goals and themes to arts-based learning. Among his recommendations are for arts teachers and students to engage in deep, sustained study of a limited number of works of art (paralleling the ELA Standards’ recommendation of studying fewer texts in greater depth), and to utilize the arts as powerful tools to develop and refine skills of observation and interpretation that are a cornerstone of the Common Core. (Coleman, 2011). Arts advocates have echoed this recommendation, emphasizing the idea that visual literacy is a component of overall literacy, and that responding thoughtfully and critically to a painting, film, or performance hones the same skills of analysis and interpretation that are strengthened by the close reading of a text. (Zuckerman, 2012; Munson, 2012). This argument suggests that aligning arts education with Common Core objectives may not detract from arts instruction and impose additional expectations on arts teachers; rather, the Common Core can potentially provide arts teachers with a common language with which to describe the cognitive skills that they are *already* addressing and cultivating through rigorous and meaningful arts experiences.

The National Coalition for Core Arts Standards (NCCAS) is currently spearheading the revision of the national standards for arts education for the first time since their creation in 1994, and this presents a significant opportunity to highlight the overlap between the Common Core’s objectives and the practices of arts-based learning. Given the central role that the Common Core standards are playing in education and school reform initiatives nationwide, it is a priority of the Coalition to ensure that the goals and objectives of the Core Arts Standards relate clearly, directly, and meaningfully to the Common Core, and that these connections are actively considered as a part of the standards writing process. In an effort to inform the work of the standards writers, College Board researchers undertook a study of the Common Core standards as they relate to arts-based learning.

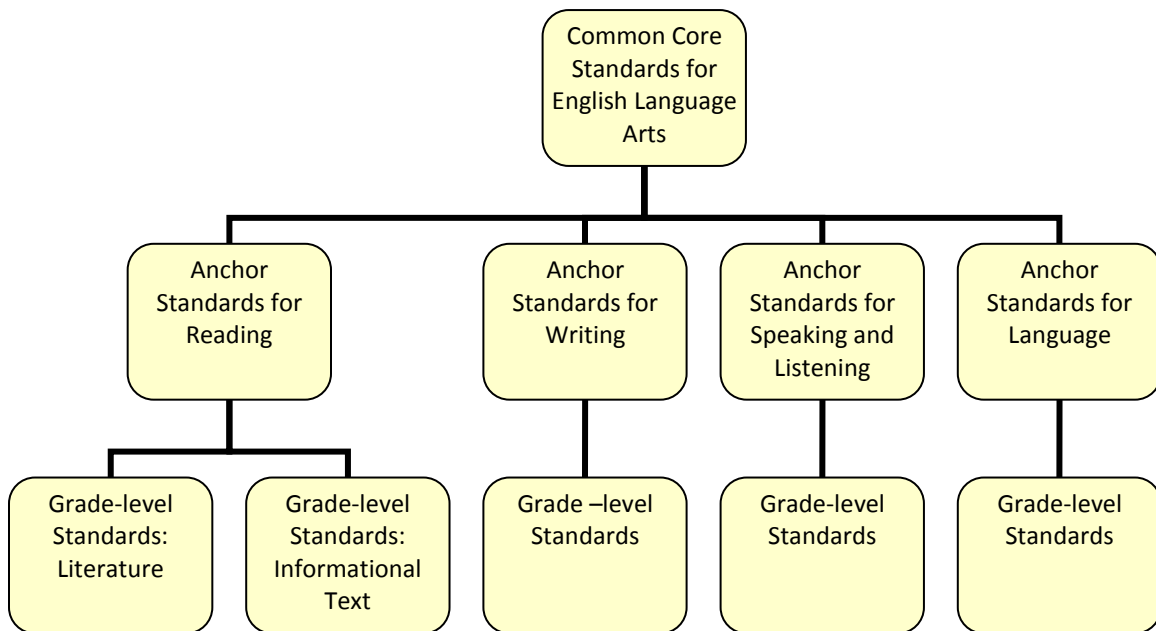
## Methodology

In considering methods for measuring the alignment between the Common Core standards and the Core Arts Standards, the first steps were to identify what could be implied by the term *alignment*, and to identify which elements of the Common Core standards and the documents informing the Core Arts Standards may prove most useful for comparison. After considering several possibilities, the research was carried out in two phases, each associated with a different approach to alignment and a different methodology for analysis. The first phase was focused on finding examples of arts-based content and examples already present in the Common Core standards – a **content-based** alignment study – and the second aimed to identify areas of overlap between the **skills and habits** emphasized in the Common Core Standards and in the framing materials that will shape the content of the Core Arts Standards. A description of the methods employed in each phase follows.

### Phase I: Content-based alignment

In the first portion, researchers **identified explicit arts references already present in the Common Core State Standards**. This analysis is essentially an inventory of the instances in which the arts are mentioned in the Common Core standards for English Language Arts. A particular standard may recommend that students read a play, for example, or respond to a performance, and it is examples such as these that were recorded in this phase of research.

An explanation of the structure of the Common Core standards may assist in clarifying the approach to this phase of research. The Common Core State Standards for English Language Arts are divided into four sections: Reading, Writing, Speaking and Listening, and Language. Each section contains a series of College and Career Readiness Anchor Standards – overarching standards that apply to all grade levels.



The full text of all College and Career Readiness Anchor Standards is available in Appendix A of this document.

Each anchor standard has a corresponding grade-level standard, defining what it means for students to meet that standard in a grade-level-appropriate way. In the case of the Standards for Reading, the grade-level standards are further divided into two categories: Reading Standards for Literature and Reading Standards for Informational Text. For illustration, the following table highlights a selection of grade-level Reading Standards for Literature that relates to Anchor Standard 1 for Reading:

<b>Anchor Standard for Reading #1:</b> 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.		
<b>Corresponding grade-level Reading Standards for Literature</b>	<b>Kindergarten</b>	With prompting and support, ask and answer questions about key details in a text.
	<b>Grade 5</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	<b>Grade 8</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	<b>Grade 12</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The first phase of research involved an examination of **all four groups of College and Career Readiness Anchor Standards for English Language Arts**, and **all of their corresponding grade-level standards**, noting specific references to the arts present in these standards, including examination and discussion of works of art (including dance, theatre, or music performances, works of visual art and media arts, and written dramas), as well as the creation of original works by students. The definition of “alignment” in this phase of research is fairly straightforward: content was considered to be arts-aligned if it directly mentioned the arts. No further comparisons to arts documents (standards, for example) were made. These examples involved instances in which students were expected to analyze, respond to, or otherwise reference works of art, in addition to cases involving the creation of visual or performance-based works.

The Common Core State Standards for Mathematics were initially intended to be a part of this analysis, but it was found that even at the broadest levels, the standards focused heavily on the understanding of specific mathematical processes, and gave few indications as to the possible methods (including arts-based methods) that may be employed in the teaching and learning of these processes. Consequently, this portion of the research examined the ELA standards exclusively.

**Phase II: Skills-based alignment:**

The next phase of research involved identifying elements of the Common Core State Standards that **reference the same broad goals and thinking skills** that are highlighted in documents that are shaping the development of the Core Arts Standards, even if the Common Core components do not refer to the arts directly. This portion of work aimed to identify the areas in which the Common Core and documents developed by NCCAS leadership referenced the same broad goals, philosophies, and creative practices, whether or not they were employing precisely the same terms to describe them. Two documents that were developed by NCCAS leadership and are being used to guide the writing of the Core Arts Standards were employed in this analysis. The first is a set of Philosophical Foundations and Lifelong Goals – a series of five statements and related goals that articulate the benefits of arts involvement on a broad scale.

Philosophical Foundation	Lifelong Goal
<p><b><u>The Arts as Communication</u></b>            In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).</p>	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
<p><b><u>The Arts as Creative Personal Realization</u></b>            Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.</p>	Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
<p><b><u>The Arts as Culture, History, and Connectors</u></b>            Throughout history, the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each art form shares common goals but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, to express, and to integrate meaning across a variety of content areas.</p>	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts, and other knowledge.
<p><b><u>Arts as Means to Well-being</u></b>            Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional well-being.</p>	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
<p><b><u>The Arts as Community Engagement</u></b>            The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that brings communities together (responding).</p>	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

In addition, researchers referenced a document outlining the four **creative practices** of imagination, investigation, construction, and reflection that are essential to arts practice across the disciplines. NCCAS leadership states that “[t]hese meta-cognitive activities nurture the effective work habits of curiosity, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfer to all aspects of learning and life in the 21<sup>st</sup> Century.” (National Coalition for Core Arts Standards, 2012)

Creative Practices	
<b>Imagine</b>	To form a mental image or concept
<b>Investigate</b>	To observe or study through exploration or examination
<b>Construct</b>	To make or form by combining parts or elements
<b>Reflect</b>	To think deeply or carefully about

The Philosophical Foundations and Lifelong Goals and Creative Practices were selected for use in this phase of research because these terms and definitions apply to all grade levels, as well as all arts disciplines that will be represented in the Core Arts Standards.

Having selected these two arts-focused documents for study, researchers chose elements of the Common Core standards and their supporting documents that would prove the most useful for comparison. Three components of the Common Core State Standards were selected:

From the Standards for English Language Arts:

- 1. Introductory Material:** Although these components of the Common Core materials are not standards themselves, materials such as the introduction to the standards and a document outlining qualities of *Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language* were examined. These examples provided valuable information on the overall goals and philosophies that influenced the content and structure of the Common Core standards, and proved to be a useful point of comparison to the Philosophical Foundations and Lifelong Goals developed by NCCAS.
- 2. College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language:** The anchor standards for all four segments of English Language Arts were examined as well. (For reference, the full text of these anchor standards can be found in Appendix A.) In contrast to Phase I of this research, individual grade-level standards were not included in the analysis.

From the Standards for Mathematics:

- 3. Standards for Mathematical Practice:** In another departure from Phase I of the Common Core research, this phase involved an examination of components of the Common Core Standards for Mathematics. The Standards for Mathematical Practice are a set of overarching standards that outline the mathematical habits and skills that students should routinely engage in throughout the course of their K-12 mathematics education. In contrast to the ELA model, these standards do not have specific correlations to grade-level standards. Although these are different structurally from the ELA College and Career Readiness Anchor Standards, the Standards for Mathematical Practice serve a similar purpose. The titles of the eight Standards for Mathematical Practice are presented below, and the full text of each standard can be found on the analysis charts beginning on page 62.
  1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.

In undertaking this analysis, the researchers compared the language of the Philosophical Foundations, Lifelong Goals, and Creative Practices and then compared that language to the language employed in the Common Core documents considered in this study, looking for evidence of the Common Core standards referencing the goals or skills described in the NCCAS documents. When it was determined that a standard was aligned with an element of the arts documents, this alignment was noted. The rationale for each alignment decision was recorded, citing the specific language of each item being compared that appeared to reference the same goal, skill, or habit.



The full analysis of the connections between the Common Core elements and the NCCAS documents can be found on pages 25-67, and shorter tables highlighting the areas of alignment between these two documents are featured on pages 18-23.

## Overview of Findings

### Phase 1: Content-based alignment

#### *Standards for Reading*

The College and Career Readiness Anchor Standards for Reading included the greatest number of arts references in the entire analysis. There are a total of 10 Anchor Standards for Reading, applied to a total of 11 grade levels (including Kindergarten, grades 1-8, and combined grade level standards for grades 9-10 and grades 11-12) in two categories (Literature and Informational Text), for a total of 220 standards reviewed in this analysis. Among these 220 standards, 50 contain at least one direct reference to arts-based learning. Among these references are:

- **Reading a work of drama:** This was by far the most common arts reference in the Common Core standards. The reading of works of drama was referenced or suggested in 26 standards at all grade levels.
  - Example: RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

In addition to recommendations for students to “read a story, drama, or poem” or analyze a “chapter, scene, or stanza,” there were two references to considering the differences in points of view of characters in a story or drama.

- **Analyzing and interpreting images and illustrations:** In 17 instances throughout the reading standards, there were recommendations for students to consider the relationship between the illustrations and the text of a story, understanding the difference in authors’ and illustrators’ roles in telling stories, and using information gathered from both images or graphics and the words in a text.
  - Example: RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.

While at the earlier grade levels, the standards emphasized looking at pictures or illustrations specifically, as the grade levels progressed, the definition of *illustration* broadened noticeably to include charts, graphs, and audio and video presentations.

- **Comparing the same work in different media:** In 12 instances throughout the reading standards, references were made to the comparison of the same or similar works presented in different media. The most recurrent example was that of comparing and contrasting a written story or drama with its performance-based counterpart.
  - Example: RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
  - Within this set of recommendations, it is notable that there were a number of references to comparing written works specifically to **multimedia examples**.
    - Example: RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.

- **Using songs in instruction:** There was one specific reference to using songs in reading instruction, which follows:

- RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

As these are the standards for the practice of reading, every anchor standard and corresponding grade-level standard naturally contained references to a *text*, either literary or informational. **If the definition of text may be expanded to include non-print texts, such as works of dance, visual or media arts, music, or theatre, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigation.**

As the standards for reading naturally involve analyzing and responding to written material, it follows that the corresponding arts references emphasized the processes of analyzing, comparing, and responding to works of art, as opposed to engaging in the creation of new works.

### *Standards for Writing*

In a structure identical to that of the reading standards, there are a total of 110 writing standards – 10 standards for every grade level, including Kindergarten through grade 8 as separate levels, and grades 9-10 and 11-12 each paired to become a single level. Within these 110 standards there were a total of **eight** standards containing arts references, most of which involved **visual arts** and **media arts**. In all cases, the standards recommended that these art forms were to be used to enhance or aid other ideas that were presented in writing.

The links to visual arts (primarily drawing) were found mostly in the standards for the lower grades. An example from the Kindergarten standards follows:

- W.K.2: Use a combination of drawing, writing, and dictating to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

As the grade levels, progress and standards become more sophisticated, there are fewer visual arts references in the writing standards and more **multimedia** references; typically it is recommended that multimedia tools are used to create graphics to enhance written presentations. The following example is from the writing standards for eighth grade:

- W.8.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting, graphics (e.g., charts, tables) and multimedia when it is useful to aiding comprehension.

It is notable that while the numerous arts references in the reading standards focused primarily on the *analysis of and response to* works of art, the writing standards endorse the *creation of new works* as a tool for communication.

### *Standards for Speaking and Listening*

There are 66 Standards for Speaking and Listening (including six standards per grade level, in the structure of 11 grade levels outlined above). Within these standards, there are 16 arts references, most of which are related to Standard 5 for Speaking and Listening: *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations*. In a similar instance to the writing standards, the arts references in the standards for speaking and listening emphasized different disciplines at different grade levels; from kindergarten to grade 2, the standards recommend using **drawing** as a tool for communication, and in later grades the use of **digital media** is more heavily referenced.

The following chart, featuring grade-level standards that correspond with Standard 5, illustrates this transition of emphasis between arts disciplines as the grades progress.

<b>Standard 5: Make strategic use of digital media and digital displays of data to express information and enhance understanding of presentations.</b>
<b>Kindergarten: SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>Grade 2: SL.2.5:</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>Grade 5: SL.5.5:</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<b>Grade 8: SL.8.5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>Grades 11-12: SL.11-12.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

*Standards for Language*

The Standards for Language are heavily focused on goals related to proper grammar and English usage; as these standards are not related to communicating one’s own ideas or responding to the ideas of others, there are understandably few opportunities for addressing these standards in an arts-based way. There is one reference in the standards for language to reading works of drama, but this is the only direct arts reference in this particular set of standards.

- L.5.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

*Phase I: Overall findings and conclusions*

In reviewing the arts references already existent in the Common Core Standards, the most substantial mentions of the arts were presented in relation to analyzing and responding to works of art, especially as they relate to a text. In addition, a fair number of standards did directly reference the production of works of art. These are almost entirely visual arts and multimedia examples, and most recommendations involved producing visual materials to enhance or supplement written or spoken presentations. When considering ways to connect the Core Arts Standards to the Common Core, writers may link to the goals of the standards as they are written but may also wish to find ways to emphasize the value of creating works of art as a means of communication that may or may not serve as a companion to a text-based presentation.

The arts media referenced in the Common Core standards changed noticeably across grade levels, pointing to the potential for a bias toward one arts discipline or another for students of a particular grade level. References to visual arts (particularly drawing) and music were more prominent in earlier grades, while multimedia examples proliferated in the later grades. In aligning with the Common Core standards, arts standards writers may note the particular media already referenced in the Common Core but expand definitions of which media are appropriate for which grade (i.e, drawing may be an acceptable means of communication or expression in post-elementary grades, while students younger than third-graders may be encouraged to use digital media as a tool for expression).

The great number of multimedia references already present in the Common Core standards also presents natural opportunities for connections to the Standards for Media Arts, as they are developed for the first time, in addition to raising possibilities for Media Arts/multimedia connections in the work of the other arts disciplines.

## **Findings, Phase II: Skill-based alignment**

The findings outlined below review the total numbers of instances of alignment between the NCCAS documents and selected elements of the Common Core standards. The full analysis, including the rationale for each alignment decision, begins on page 25.

### *Alignment to Common Core Introductory Material*

#### *Section I: Introduction to the Common Core Standards for English Language Arts*

Portions of the introduction to the Common Core Standards for English Language Arts were compared with the Arts Standards Framework.

1. Connections to Philosophical Foundations and Lifelong Goals

The introduction to the ELA standards featured connections to more of the Philosophical Foundations and Lifelong Goals of the arts framework than any other portion of the Common Core Standards: portions of the introduction related to Lifelong Goal #1 (**The Arts as Communication**), #2 (**The Arts as Creative Personal Realization**), and #4 (**The Arts as a Means to Well-being**).

2. Connections to Creative Practices

In addition, the introduction to the ELA Standards contained elements relating to all four creative practices: **imagining, investigation, construction, and reflection**.

#### *Section II: Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language*

This section of the introduction to the ELA standards consists of a collection of seven abilities associated with College Readiness in English language arts. They are the following:

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

1. Connections to Philosophical Foundations and Lifelong Goals:

All seven items listed aligned with the first Philosophical Foundation and Lifelong Goal of the Arts Standards Framework: **The Arts as Communication**. The descriptions of each activity related to either analyzing and responding to the ideas of others, or effectively communicating one's own ideas and

research, and therefore these qualities were naturally matched to a framework element involving communication.

There were two instances of alignment between these skills and Lifelong Goal #3: **The Arts as Culture, History, and Connectors**.

There was one instance of alignment between this category and Lifelong Goal #2: **The Arts as Creative Personal Realization**. This occurred in the first category (“They demonstrate independence”).

There were no examples of alignment between Philosophical Foundation and Lifelong Goal #4 (The Arts as a Means to Well-being) or #5 (The Arts as Community Engagement) in this portion of the introductory materials.

## 2. Connections to Creative Practices:

All seven items listed in the College and Career Readiness portion of introduction relate to the creative practices of **investigation** and **reflection**. Four items aligned with the practice of **imagining**, and three aligned with **construction**.

### *Connections to College and Career Readiness Anchor Standards*

#### *Standards for Reading*

##### 1. Connections to Philosophical Foundations and Lifelong Goals

All 10 of the Anchor Standards for Reading were determined to be aligned with Philosophical Foundation and Lifelong Goal #1: **The Arts as Communication**. There were three instances of connections with Philosophical Foundation and Lifelong Goal #3: **The Arts as Culture, History, and Connectors**.

There were no connections between the Anchor Standards for Reading and the remaining three sets of Philosophical Foundations and Lifelong Goals.

##### 2. Connections to Creative Practices

The creative practices of **investigation** and **reflection** are especially strongly represented in the Anchor Standards for Reading, and were connected to all 10 of these standards. These habits were a natural fit for these particular standards because they are activities very closely tied to the acts of reading, researching, and analyzing texts. The creative practice of **imagining** had connections to seven out of the 10 Anchor Standards, and the practice of **constructing** had a link to one standard.

#### *Standards for Writing*

##### 1. Connections to Philosophical Foundations and Lifelong Goals

All 10 of the anchor standards for writing were aligned with Philosophical Foundation and Lifelong Goal #1: **The Arts as Communication**.

This branch of the Common Core standards did not have any further alignment with the Philosophical Foundations and Lifelong Goals of the Arts Standards Framework.

##### 2. Connections to Creative Practices

The creative practice of **reflection** had the highest instance of alignment with the Anchor Standards for Writing; this process was reflected in all 10 anchor standards.

The creative practice of **construction** was closely aligned with these standards, as this activity (defined by the framework as *to make or form by combining parts or elements*) is so closely tied to the practice of writing.

The other two creative practices, **imagining** and **investigation**, were well represented in the writing standards as well; **imagining** aligned with seven out of 10 standards, and **investigation** connected to six.

### *Standards for Speaking and Listening*

#### 1. Connections to Philosophical Foundations and Lifelong Goals

All six of the Anchor Standards for Speaking and Listening connected to Philosophical Foundation and Lifelong Goal #1: **The Arts as Communication**. In addition, there was one connection between an anchor standard and Lifelong Goal #3: **The Arts as Culture, History, and Connections**. There were no connections between this set of anchor standards and the remaining three Philosophical Foundations and Lifelong Goals.

#### 2. Connections to Creative Practices

The practice of **reflection** was closely linked with the standards for speaking and listening; evidence of this process was found in five out of six anchor standards. **Construction** was referenced in four standards, and there were two examples of **imagining** and of **investigation** in this set of anchor standards.

### *Standards for Language*

#### 1. Connections to Philosophical Foundations and Lifelong Goals

In a pattern consistent with the rest of the analysis, Philosophical Foundation and Lifelong Goal #1: **The Arts as Communication** was most closely linked to the Anchor Standards for Language. In this instance, it was aligned with two out of six of the anchor standards. There were no further connections between the anchor standards for writing and any additional Philosophical Foundations or Lifelong Goals.

#### 2. Connections to Creative Practices

The six Anchor Standards for Language included four references to the creative practice of **construction**, three links to the practice of **investigation**, and two examples involving **reflection**. There were no connections to the creative practice of imagining.

### *Alignment to Standards for Mathematical Practice*

#### 1. Connections to Philosophical Foundations and Lifelong Goals

The only Philosophical Foundation and Lifelong Goal to be represented in the Standards for Mathematical Practice was **The Arts as Communication**.

#### 2. Connections to Creative Practices

All four Creative Practices were strongly represented throughout the Standards for Mathematical Practice. Evidence of **reflection** was found in all eight standards; references to **investigation** were found in seven standards; and links to **imagining** and to **construction** were identified in six of the eight standards.

*Phase II: Overall findings and conclusions*

Altogether, each Philosophical Foundation/Lifelong Goal and Creative Practice found in the Core Arts Standards Framework was compared to 48 different components of the Common Core Standards. The following table features the numbers of instances of alignment that were recorded for each framework component, out of a possible 48 connections.

	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Well-being	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
# of Connections to Common Core	39	2	6	1	0	27	36	28	43

Philosophical Foundation and Lifelong Goal #1: The Arts as Communication was strongly connected to almost every segment of the Common Core Standards to which it was compared. The theme of communication has natural connections to the acts of reading, writing, speaking and listening, but it is interesting to note that links to this framework were found in the Standards for Mathematical Practice as well.

In contrast, the remaining four Philosophical Foundations and Lifelong Goals had only minor connections to the Common Core elements to which they were compared. This lack of alignment is an indicator of the difference in approach between the two documents; the Common Core materials simply didn't address such themes as personal well-being, creative personal realization, and community engagement as directly as the Arts Standards Framework did. It is telling that the greatest number of connections to Philosophical Foundations and Lifelong Goals were found in the introductory materials to the Common Core standards rather than in the standards themselves (in fact, it is the only instance in which Lifelong Goal #4, The Arts as a Means to Well-being, is referenced, and one of only two areas of connection to Lifelong Goal #2, The Arts as Creative Personal Realization), as this is the instance where the Common Core writers took the broadest approach, highlighting the bigger-picture benefits of literacy and mathematic proficiency.

In contrast to the Philosophical Foundations and Lifelong Goals, there were a very high number of instances of alignment between the Common Core and the four Creative Practices. The practice of **imagining** had the lowest number of Common Core connections, with a total of 27, but this number still represents an overall alignment rate of more than 50%. The practice of **reflection** was aligned with almost every element to which it was compared – 43 out of a possible 48.

When comparing standards and practices associated with the arts to those for math, one might assume that there would be little opportunity for alignment. Popular belief holds that artists and mathematicians operate in fundamentally different ways, and the processes associated with one discipline have little in common with the processes of the other. The findings, however, indicate that every Standard for Mathematical Practice referenced *all four* of the Creative Practices, often multiple times. The table on the following page highlights the instances in which the Creative Practices correspond with the habits and skills outlined in the first Standard for Mathematical Practice: in planning solutions to math problems, students are engaged in **imagining**; while testing those solutions, they are **investigating** the problem; in explaining correspondences between parts of a problem they are **constructing** their solution, and in asking themselves whether their solutions make sense they are engaging in the habit of **reflection**.

## COMMON CORE STATE STANDARDS FOR MATHEMATICS: Standards for Mathematical Practice

### Standard 1: Mathematically proficient students make sense of problems and persevere in solving them

Mathematically proficient students start by **explaining to themselves the meaning of a problem and looking for entry points to its solution**. They **analyze givens**, constraints, relationships, and goals. They **make conjectures** about the form and meaning of the solution and **plan a solution pathway** rather than simply jumping into a solution attempt. They consider analogous problems, and **try special cases and simpler forms of the original problem in order to gain insight into its solution**. They **monitor and evaluate their progress and change course if necessary**. Older students might, depending on the context of their problem, transform algebraic expressions or the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can **explain correspondences** between equations, verbal descriptions, tables, and graphs or **draw diagrams** of important features and relationships, graph data, and **search for regularity or trends**. Younger students might rely on **using concrete objects or pictures to help conceptualize or solve a problem**. Mathematically proficient students **check their answers to problems using a different method**, and they continually **ask themselves, “Does this make sense?”** They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

- Imagine
- Investigate
- Construct
- Reflect

These results are especially promising for standards writers: until this point, most discussion of the relationship between the arts and the Common Core standards has focused on ELA goals and outcomes, presumably because educators assumed that this is where there was greater potential for alignment here than in mathematics. In reality, the Standards for Mathematical Practice not only align with arts-oriented practices, but they align with habits associated with art-making and creative production. In contrast, the ELA standards, generally speaking, had higher instances of alignment to arts skills that were geared toward analysis and interpretation of works of art.

There are a few reasons for the high level of overlap between the creative practices and the Common Core examples, in mathematics as well as English Language Arts. The first is that the Creative Practices describe specific habits and skills, as opposed to the overall philosophies or beliefs seen in Level 1 of the framework, making them easier to connect to the types of content featured in the Common Core standards. Creative Practices reference particular ways of processing ideas and demonstrating knowledge. The level of specificity and overall approach of this section of the Framework is a closer match to the approach taken in the Common Core documents.

In addition, the definitions of the creative practices factored heavily into the alignment decisions. The definitions for each of the four Creative Practices were somewhat broad – for example, the definition of *reflection* in the framework is *to think deeply or carefully about* – and consequently, any Common Core element that referenced careful thinking presented an opportunity for alignment with this practice. If the definition of reflection had been altered slightly – for example, if it described *thinking carefully about one’s own process and creative decisions*, then the instances of alignment would have fallen. In another example, the definition of *imagining* as it’s presented in the framework is *to form a mental image of*, and this creative practice had fewer instances of Common Core alignment. If the definition of imagining had been altered slightly so that it could apply to the process of planning more broadly, rather than envisioning an image specifically, the number of Common Core connections would have increased. Throughout this project, researchers adhered to the definitions for each item as they were presented, rather than considering alternate definitions for the same term.



*The tables on the following six pages offer a general overview of the alignment decisions made in Phase II of this research. Tables describing the complete analysis, including the rationale for each alignment decision, begin on page 25.*

COMMON CORE STATE STANDARDS/CORE ARTS STANDARDS GUIDING DOCUMENTS: OVERVIEW OF ALIGNMENT

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: <b>INTRODUCTORY MATERIALS</b>									
	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Well-being	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
Introduction	✓	✓		✓		✓	✓	✓	✓
<b>Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language:</b>									
They demonstrate independence.	✓	✓				✓	✓	✓	✓
They build strong content knowledge.	✓		✓				✓		✓
They respond to the varying demands of audience, task, purpose, and discipline.	✓					✓	✓	✓	✓
They comprehend as well as critique.	✓						✓		✓
They value evidence.	✓						✓		✓
They use technology and digital media strategically and capably.	✓					✓	✓	✓	✓
They come to understand other perspectives and cultures.	✓		✓			✓	✓		✓

**Note:** This table provides a brief overview of this segment of research, but it does not constitute the full study. For a more detailed analysis of alignment, including notes on the specific connections in language and goals between the two documents, please refer to the alignment charts on pages 25-67.

COMMON CORE STATE STANDARDS/CORE ARTS STANDARDS GUIDING DOCUMENTS: OVERVIEW OF ALIGNMENT

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR <b>READING</b>									
Standard	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Well-being	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
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.	✓					✓	✓		✓
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.	✓						✓		✓
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 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.	✓		✓			✓	✓		✓
10. Read and comprehend complex literary and informational texts independently and proficiently.	✓					✓	✓		✓

**Note:** This table provides a brief overview of this segment of research, but it does not constitute the full study. For a more detailed analysis of alignment, including notes on the specific connections in language and goals between the two documents, please refer to the alignment charts on pages 25-67.

COMMON CORE STATE STANDARDS/CORE ARTS STANDARDS GUIDING DOCUMENTS: OVERVIEW OF ALIGNMENT

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING									
Standard	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Well-being	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
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.	✓					✓		✓	✓
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓					✓		✓	✓
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓					✓		✓	✓
6. Use technology, including the internet, produce and publish writing and to interact and collaborate with others.	✓					✓		✓	✓
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.	✓						✓	✓	✓
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.	✓					✓	✓	✓	✓

**Note:** This table provides a brief overview of this segment of research, but it does not constitute the full study. For a more detailed analysis of alignment, including notes on the specific connections in language and goals between the two documents, please refer to the alignment charts on pages 25-67.

**COMMON CORE STATE STANDARDS/CORE ARTS STANDARDS GUIDING DOCUMENTS: OVERVIEW OF ALIGNMENT**

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR <b>SPEAKING AND LISTENING</b>									
Standard	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Well-being	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
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.	✓						✓		✓
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.	✓							✓	✓

**Note:** This table provides a brief overview of this segment of research, but it does not constitute the full study. For a more detailed analysis of alignment, including notes on the specific connections in language and goals between the two documents, please refer to the alignment charts on pages 25-67.

COMMON CORE STATE STANDARDS/CORE ARTS STANDARDS GUIDING DOCUMENTS: OVERVIEW OF ALIGNMENT

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE									
Standard	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Well-being	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
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.								✓	
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.	✓						✓	✓	✓
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 accurately use 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.							✓	✓	

**Note:** This table provides a brief overview of this segment of research, but it does not constitute the full study. For a more detailed analysis of alignment, including notes on the specific connections in language and goals between the two documents, please refer to the alignment charts on pages 25-67.

COMMON CORE STATE STANDARDS/CORE ARTS STANDARDS GUIDING DOCUMENTS: OVERVIEW OF ALIGNMENT

STANDARDS FOR MATHEMATICAL PRACTICE									
Standard	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Well-being	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
1. Make sense of problems and persevere in solving them.	✓					✓	✓	✓	✓
2. Reason abstractly and quantitatively.						✓	✓	✓	✓
3. Construct viable arguments and critique the reasoning of others.	✓						✓	✓	✓
4. Model with mathematics.						✓	✓	✓	✓
5. Use appropriate tools strategically.						✓	✓	✓	✓
6. Attend to precision.	✓							✓	✓
7. Look for and make use of structure.						✓	✓		✓
8. Look for and express regularity in repeated reasoning.						✓	✓		✓

**Note:** This table provides a brief overview of this segment of research, but it does not constitute the full study. For a more detailed analysis of alignment, including notes on the specific connections in language and goals between the two documents, please refer to the alignment charts on pages 25-67.

*The tables on the following pages feature the full analysis of connections between the arts and the Common Core.*

*Note: This report's Executive Summary divided the research into two phases. Phase I involved an examination of arts references in the Common Core standards, while Phase II was concerned with comparing key Common Core components to the framework for the Core Arts Standards, to note areas of overlap. In the following tables, **the findings of both phases of research are presented side by side**, where applicable. There are two exceptions to this structure: the Introduction to the Common Core ELA Standards and the Standards for Mathematical Practice were both referenced only in Phase II of the research, so the tables presenting those findings do not contain any information related to Phase I.*



**COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: INTRODUCTORY MATERIAL**

**Common Core Content**

**Connections to Core Arts Standards Terms**

**Introduction (*excerpt*)**

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

**Philosophical Foundations and Lifelong Goals:**

The references in the introduction to **critical reading, cogent reasoning and use of evidence**, and the capacity for **creative and purposeful expression** in language relate to **Philosophical Foundation and Lifelong Goal #1: The Arts as Communication:**

4. Philosophical Foundation: In today’s multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts **provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).**
5. Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that **expresses/conveys/communicates their own ideas**, and are able to respond by **analyzing and interpreting the artistic communications of others.**

The introduction emphasizes the importance of lifelong learning by referencing the **wide applicability of literacy skills outside of the classroom or workplace.** This idea relates to **Philosophical Foundation and Lifelong Goal #2: The Arts as Creative Personal Realization:**

- Philosophical Foundation: Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby **providing a source of lifelong satisfaction.**
- Lifelong Goal: Artistically literate citizens find at least one art form in which they develop sufficient competence to **continue active involvement in creating, performing, and responding to art as an adult.**

The introduction states that a literate person in the twenty-first century **actively seek[s] the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.** This relates to **Philosophical Foundation and Lifelong Goal #4: The Arts as a Means to Well-being:**

- Philosophical Foundation: Participation in the arts as creators, performers, and audience members (responders) **enhances mental, physical, and emotional well-being.**
- Lifelong Goal: Artistically literate citizens **find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.**

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: **INTRODUCTORY MATERIAL**

Common Core Content	Connections to Core Arts Standards Terms
<p><i>(Introduction, continued)</i></p>	<p><b><u>Creative Practices:</u></b></p> <p>The creative practices of <b><u>imagining</u></b> (to form a mental image or concept), <b><u>investigation</u></b> (to observe or study through exploration or examination), and <b><u>reflection</u></b> (to think deeply or carefully about) are referenced in the introduction’s discussions of <b>close, attentive reading, performing critical reading, and understanding and enjoying complex works of literature.</b></p> <p>The ability to <b>demonstrate cogent reasoning and use of evidence</b> employs the above skills as well as the creative practice of <b><u>construction</u></b> (to make or form by combining parts or elements).</p>

**COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: INTRODUCTORY MATERIAL**

**Common Core Content**

**Connections to Core Arts Standards Terms**

**Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language**

*From the introduction to the Common Core State Standards for English Language Arts:* The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

**They demonstrate independence**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able to independently discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm that they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**Philosophical Foundations and Lifelong Goals:**

The ability to **comprehend and evaluate complex texts, construct effective arguments and convey intricate or multifaceted information, build on others’ ideas, articulate their own ideas, and confirm that they have been understood** relates to **Lifelong Goal #1: The Arts as Communication:**

- Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that **expresses/conveys/communicates their own ideas**, and are able to respond by **analyzing and interpreting the artistic communications of others**.

The reference to students **becoming self-directed learners** relates to **Philosophical Foundation #2: The Arts as Creative Personal Realization:**

- Philosophical Foundation: Participation in each of the arts as creators, performers, and audience members enables individuals to **discover and develop their own creative capacity**, thereby providing a source of lifelong satisfaction.

It also relates to **Lifelong Goal #1: The Arts as Communication**

- Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to **independently create and perform work** that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

**Creative Practices:**

The ability to **comprehend and evaluate texts** relates to the creative practices of:

- **Imagining:** To form a mental image or concept
- **Investigation:** To observe or study through exploration or examination
- **Reflection:** To think deeply or carefully about imagining

The ability to **construct effective arguments, convey intricate or multifaceted information, build on others’ ideas, and articulate one’s own ideas** relates to the creative practices of:

6. **Construction:** To make or form by combining parts or elements
7. **Reflection:** To think deeply or carefully about

**COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: INTRODUCTORY MATERIAL**

Common Core Content	Connections to Core Arts Standards Terms
<p><i>(Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language – continued)</i></p> <p><b>They build strong content knowledge</b></p> <p>Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>become proficient in new areas through research and study, read purposefully and listen attentively, and refine and share knowledge</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by <b>analyzing and interpreting the artistic communications of others</b>.</li> </ul> <p>This item’s emphasis on <b>establishing a base of knowledge across a wide range of subject matter and engaging with works of quality and substance</b> relates to <b>Philosophical Foundation and Lifelong Goal #3: The Arts as History, Culture, and Connectors:</b></p> <ul style="list-style-type: none"> <li>• Philosophical Foundation: Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each art form shares common goals, but approaches them through distinct media and techniques. <b>Understanding artwork provides insights into individuals’ and others’ cultures and societies, while also providing opportunities to access, to express and to integrate meaning across a variety of content areas.</b></li> <li>• Lifelong Goal: Artistically literate citizens <b>know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance</b>. They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>become proficient in new areas through research and study</b> relates to the creative practice of <b><u>investigation</u></b> (to observe or study through exploration or examination).</p> <p>The ability to <b>read purposefully and listen attentively</b> relates to the creative practices of <b><u>investigation</u></b> (to observe or study through exploration or examination), and <b><u>reflection</u></b> (to think deeply or carefully about).</p>

**COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: INTRODUCTORY MATERIAL**

Common Core Content	Connections to Core Arts Standards Terms
<p><i>(Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language – continued)</i></p> <p><b>They respond to the varying demands of audience, task, purpose, and discipline</b></p> <p>Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>adapt communication in relation to audience, task, purpose, and discipline</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <p><b>8.</b> Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the artistic communications of others.</p> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>adapt communication in relation to audience, task, purpose, and discipline, and to set and adjust purpose for reading, writing, speaking, listening, and language as warranted by the task</b> relates to all four creative practices:</p> <ul style="list-style-type: none"> <li>● <b>Imagining:</b> To form a mental image or concept</li> <li>● <b>Investigation:</b> To observe or study through exploration or examination</li> <li>● <b>Construction:</b> To make or form by combining parts or elements</li> <li>● <b>Reflection:</b> To think deeply or carefully about</li> </ul>
<p><b>They comprehend as well as critique</b></p> <p>Students are engaged and open-minded – but discerning – readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>understand precisely what an author or speaker is saying, question the author or speaker’s assumptions, and assess the veracity of his/her claims</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <p><b>9.</b> Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to <b>respond by analyzing and interpreting the artistic communications of others.</b></p> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>understand precisely what an author or speaker is saying</b> and to <b>question the author/speakers’ assumptions</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>reflection</b> (to think deeply or carefully about).</p>

**COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: INTRODUCTORY MATERIAL**

Common Core Content	Connections to Core Arts Standards Terms
<p><i>(Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language – continued)</i></p> <p><b>They value evidence</b></p> <p>Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to cite evidence and make reasoning clear to the reader or listener relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <p><b>10.</b> Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</b></p> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>cite evidence when offering an oral or written interpretation</b> and to <b>constructively evaluate others’ use of evidence</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>reflection</b> (to think deeply or carefully about).</p>
<p><b>They use technology and digital media strategically and capably</b></p> <p>Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to select and use technological tools and mediums that are best suited to [students’] communication goals relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <p><b>11.</b> Lifelong Goal: Artistically literate citizens <b>use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas,</b> and are able to respond by analyzing and interpreting the artistic communications of others.</p> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>employ technology thoughtfully to enhance their reading, writing, speaking, and language use</b> relates to all four creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Imagining:</b> To form a mental image or concept</li> <li>• <b>Investigation:</b> To observe or study through exploration or examination</li> <li>• <b>Construction:</b> To make or form by combining parts or elements</li> <li>• <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS: INTRODUCTORY MATERIAL**

Common Core Content	Connections to Core Arts Standards Terms
<p><i>(Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language – continued)</i></p> <p><b>They come to understand other perspectives and cultures</b></p> <p>Students appreciate that the twenty-first century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>evaluate other points of view critically and constructively</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <p><b>12.</b> Lifelong Goal: Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by <b>analyzing and interpreting the artistic communications of others.</b></p> <p>The ability to <b>actively seek to understand other perspectives and cultures</b>, and the recommendation to <b>read great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews</b> relates to <b>Philosophical Foundation and Lifelong Goal #3: The Arts at History, Culture, and Connectors:</b></p> <ul style="list-style-type: none"> <li>• Philosophical Foundation: Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each art form shares common goals, but approaches them through distinct media and techniques. <b>Understanding artwork provides insights into individuals’ and others’ cultures and societies, while also providing opportunities to access, to express and to integrate meaning across a variety of content areas.</b></li> <li>• Lifelong Goal: Artistically literate citizens <b>know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance.</b> They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The act of <b>actively seeking to understand other perspectives and cultures through reading and listening</b> relates to the creative practice of <b>investigation</b> (to observe or study through exploration or examination).</p> <p>The ability to <b>evaluate other points of view critically and constructively</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>reflection</b> (to think deeply or carefully about).</p> <p>The possibility of students’ <b>inhabiting worlds and having experiences much different than their own through reading great classic and contemporary works of literature</b> relates to the creative practice of <b>imagining</b> (to form a mental image or concept).</p>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Key ideas and Details</b>		
<p>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.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>cite evidence drawn from texts</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>• The ability to <b>read closely</b> relates to the creative practice of <b><u>investigation</u></b> (to observe or study through exploration or examination).</li> <li>• The ability to <b>cite textual evidence</b> relates to the practice of <b><u>reflection</u></b> (to think deeply or carefully about).</li> </ul>



**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>Reading Standards for Literature:</b></p> <p><b>RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.5.2:</b> Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>summarize key supporting details and ideas</b> relates to the <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>The ability to <b>determine central ideas or themes of a text</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>reflection</b> (to think deeply or carefully about).</li> <li>The ability to <b>analyze the development of themes and ideas</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>reflection</b> (to think deeply or carefully about).</li> <li>The ability to <b>summarize key supporting details and ideas</b> relates to the creative practices of <b>construction</b> (to make or form by combining parts or elements) and <b>reflection</b> (to think deeply or carefully about).</li> </ul>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>RL.4.3:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character’s thoughts words, or actions)</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>analyze</b> the elements of a text relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p><i>(Standard 3, continued)</i></p>	<p><b>RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>RL.6.3:</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL.11-12.3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>• The ability to <b>analyze how and why individuals, events, and ideas develop and interact over the course of a text</b> relates to the creative practices of:             <ul style="list-style-type: none"> <li>○ <b>Imagining:</b> To form a mental image or concept</li> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul> </li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Craft and Structure</b>		
<p>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.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>Reading Standards for Literature:</b></p> <p><b>RL.2.4:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>interpret words and phrases, including determining technical, connotative and figurative meanings</b> relates to <b>Philosophical Foundation #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• [The arts] provide powerful and essential means of communication. <b>The arts provide unique symbol systems and metaphors that convey and inform life experience.</b></li> </ul> <p>The ability to <b>interpret words and phrases</b> also relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p>The ability to <b>determine technical, connotative, and figurative meanings</b> may also relate to <b>Lifelong Goal #3: The Arts as History, Culture, and Connectors:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. <b>They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>interpret and analyze words and phrases</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>○ <b>Imagining:</b> To form a mental image or concept</li> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>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.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>Reading Standards for Literature:</b></p> <p><b>RL.3.5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL.4.5:</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p> <p><b>RL.5.5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.6.5:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>analyze the structure of texts</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>analyze the structure of texts, including how specific portions relate to each other and to the whole</b>, relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>○ <b>Imagining:</b> To form a mental image or concept</li> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>Reading Standards for Literature:</b></p> <p><b>RL.K.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RL.2.6:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RL.8.6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>Reading Standards for Informational Text:</b></p> <p><b>RI.K.6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>assess a written work’s point of view or purpose</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>assess a written work’s point of view or purpose</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Integration of Knowledge and Ideas</b>		
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>Reading Standards for Literature:</b></p> <p><b>RL.K.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p><b>RL.1.7:</b> Use illustrations and details in a story to describe its characters, settings, or events.</p> <p><b>RL.2.7:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.3.7:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>RL.4.7:</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><b>RL.5.7:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem).</p> <p><b>RL.6.7:</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>integrate and evaluate content</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p>The ability to <b>integrate content from diverse media</b> relates to <b>Lifelong Goal #3: The Arts as Culture, History, and Connections:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also <b>understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>integrate and evaluate content</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>○ <b>Imagining:</b> To form a mental image or concept</li> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p><i>(Standard 7, continued)</i></p>	<p><b>RL.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>RL.8.7:</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p><b>RL.9-10.7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “<i>Musee des Beaux Arts</i>” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p><b>RL.11-12.7:</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><b>Reading Standards for Informational Texts:</b></p> <p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.2.7:</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.3.7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.)</p> <p><b>RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text</p>	

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p><i>(Standard 7, continued)</i></p>	<p>in which it appears.</p> <p><b>RI.6.7:</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>RI.7.7:</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><b>RI.8.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>RI.9-10.7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>RI.11-12.7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	
<p>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.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>delineate and evaluate arguments and claims in a text</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p>The ability to <b>delineate and evaluate the argument and specific claims in a text</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>○ <b>Imagining:</b> To form a mental image or concept</li> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul>



**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>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.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art, or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>Reading Standards for Informational Text:</b></p> <p><b>RI.K.9:</b> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.1.9:</b> Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>analyze how two or more texts address similar themes or topics</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, <b>and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p>The ability to <b>compare the approaches taken by two or more authors</b> relates to <b>Lifelong Goal #3: The Arts as Culture, History, and Connections:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also <b>understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>analyze texts and compare the approaches of different authors</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>○ <b>Imagining:</b> To form a mental image or concept</li> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Range of Reading and Level of Text Complexity</b>		
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>If the definition of “text” may be expanded to include non-print texts such as works of dance, music, theatre, visual art or media art, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigations.</b></p> <p>In addition, the following grade-level standards associated with this anchor standard reference arts-based content and instruction:</p> <p><b>Reading Standards for Literature:</b></p> <p><b>RL.3.10:</b> By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>RL.4.10:</b> By the end of the year, read and comprehend literature, including stories, dramas and poetry, in the grades 4-5 complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RL.5.10:</b> By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>RL 6.10:</b> By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed in the high end of this range.</p> <p><b>RL 7.10:</b> By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed in the high end of this range.</p> <p><b>RL 8.10:</b> By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of the 6-8 complexity band independently and proficiently.</p> <p><b>RL.9-10.10:</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the gr.9-10</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p><b>The ability to read and comprehend complex literary and informational texts</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and <b>are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>read and comprehend complex texts</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>○ <b>Imagining:</b> To form a mental image or concept</li> <li>○ <b>Investigation:</b> To observe or study through exploration or examination</li> <li>○ <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **READING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p><i>(Standard 10, continued)</i></p>	<p>text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><b>RL.11-12.10:</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Text Types and Purposes</b>		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>W.K.1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>write an argument to support claims in an analysis of substantive topics or texts</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens <b>use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the work of others.</b></li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>The ability to <b>write arguments</b> relates to the creative practices of <b>imagining</b> (to form a mental image or concept), <b>construction</b> (to make or form by combining parts or elements), and <b>reflection</b> (to think deeply or carefully about).</li> <li>The ability to <b>analyze substantive topics or texts</b> relates to the creative practice of <b>investigation</b> (to observe or study through exploration or examination).</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>2. Write informative/explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>W.K.2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.6.2.a:</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p><b>W.7.2.a:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.8.2.a:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.9-10.2.a:</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.11-12.2.a:</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>write informative/explanatory texts</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to <b>independently create and perform work that expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>The ability to <b>examine complex ideas</b> relates to the creative practice of <b>imagining</b> (to form a mental image or concept).</li> <li>The ability to <b>select and analyze content</b> relates to the creative practice of <b>investigation</b> (to observe or study through exploration or examination).</li> <li>The ability to <b>select and organize content</b> relates to the creative practice of <b>construction</b> (to make or form by combining parts or elements).</li> <li>The ability to <b>analyze content</b> relates to the creative practice of <b>reflection</b> (to think deeply or carefully about).</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><b>W.K.3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>write narratives to develop real or imagined experiences</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens <b>use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>write narratives exhibiting effective technique, well-chosen details, and well-structured event sequences</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Imagining:</b> To form a mental image or concept</li> <li>• <b>Construction:</b> To make or form by combining parts or elements</li> <li>• <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Production and Distribution of Writing</b>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</b> relates to <b>Lifelong Goal #1: The Arts as Communication</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to <b>independently create and perform work that expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Imagining:</b> To form a mental image or concept</li> <li>• <b>Construction:</b> To make or form by combining parts or elements</li> <li>• <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>plan, revise, edit, rewrite, and try a new approach</b> to one’s writing relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to <b>independently create and perform work that expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>The act of <b>planning</b> one’s writing relates to the creative practice of <b>imagining</b> (to form a mental image or concept).</li> <li>The acts of <b>planning, revising, editing, rewriting, and trying new approaches</b> relate to the creative practices of <b>construction</b> (to make or form by combining parts or elements) and <b>reflection</b> (to think deeply or carefully about).</li> </ul>
<p>6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>produce and publish writing</b> relates to <b>Lifelong Goal #1: The Arts as Communication:</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens <b>use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>produce and publish writing</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li><b>Imagining:</b> To form a mental image or concept</li> <li><b>Construction:</b> To make or form by combining parts or elements</li> <li><b>Reflection:</b> To think deeply or carefully about</li> </ul>



COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Research to Build and Present Knowledge</b>		
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>conduct research projects</b> relates to <b>Lifelong Goal #1 (The Arts as Communication):</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by <b>analyzing and interpreting the work of others</b>.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>The ability to <b>conduct short as well as more sustained research projects based on focused questions</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>construction</b> (to make or form by combining parts or elements).</li> <li>The ability to <b>demonstrate understanding of the subject under investigation</b> relates to the creative practice of <b>reflection</b> (to think deeply or carefully about).</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>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.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>gather information, assess its credibility and accuracy, and integrate the information</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by <b>analyzing and interpreting the work of others</b>.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>• The ability to <b>gather relevant information from print and digital sources</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination).</li> <li>• The ability to <b>integrate information while avoiding plagiarism</b> relates to the creative practice of <b>construction</b> (to make or form by combining parts or elements).</li> <li>• The ability to <b>assess the credibility and accuracy of sources</b> relates to the creative practice of <b>reflection</b> (to think deeply or carefully about).</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>draw evidence from texts to support analysis, reflection, and research</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by <b>analyzing and interpreting the work of others</b>.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <ul style="list-style-type: none"> <li>The ability to <b>draw evidence from literary or informational texts</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>reflection</b> (to think deeply or carefully about).</li> <li>The ability to <b>use this evidence to support analysis, reflection, and research</b> relates to the creative practice of <b>construction</b> (to make or form by combining parts or elements).</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING**, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Range of Writing</b>		
<p>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.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>write for a range of tasks, purposes, and audiences</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to <b>respond by analyzing and interpreting the work of others</b>.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>write with time for research, reflection, and revision</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Imagining:</b> To form a mental image or concept</li> <li>• <b>Investigation:</b> To observe or study through exploration or examination</li> <li>• <b>Construction:</b> To make or form by combining parts or elements</li> <li>• <b>Reflection:</b> To think deeply or carefully about</li> </ul>

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **SPEAKING AND LISTENING**, K-12

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Comprehension and Collaboration</b>		
<p>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.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>build on others’ ideas and express their own clearly and persuasively</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to <b>respond by analyzing and interpreting the work of others</b>.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>build on others’ ideas and express their own clearly and persuasively</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Construction:</b> To make or form by combining parts or elements</li> <li>• <b>Reflection:</b> To think deeply or carefully about</li> </ul>

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **SPEAKING AND LISTENING**, K-12

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>SL.6.2:</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.7.2:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.11-12.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Philosophical Foundations and Lifelong Goals: The ability to integrate and evaluate information relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to <b>respond by analyzing and interpreting the work of others.</b></li> </ul> <p>The ability to <b>integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</b>, may relate to <b>Lifelong Goal #3 (The Arts as Culture, History, and Connections)</b>:</p> <ul style="list-style-type: none"> <li>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and <b>actively seek and appreciate diverse forms and genres of artwork</b> of enduring quality/significance. They also <b>understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge</b></li> </ul> <p><b>Creative Practices:</b> The ability to <b>integrate and evaluate information presented in diverse media and formats</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li><b>Imagining:</b> To form a mental image or concept</li> <li><b>Investigation:</b> To observe or study through exploration or examination</li> <li><b>Construction:</b> To make or form by combining parts or elements</li> <li><b>Reflection:</b> To think deeply or carefully about</li> </ul>

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **SPEAKING AND LISTENING**, K-12

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by <b>analyzing and interpreting the work of others</b>.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Investigation:</b> To observe or study through exploration or examination</li> <li>• <b>Reflection:</b> To think deeply or carefully about</li> </ul>

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **SPEAKING AND LISTENING**, K-12

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Presentation of Knowledge and Ideas</b>		
<p>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 talk, purpose, and audience.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>present information, findings, and supporting evidence</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to <b>respond by analyzing and interpreting the work of others</b>.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>present information, findings, and supporting evidence</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>construction</b> (to make or form by combining parts or elements).</p> <p>The ability to present this information <b>such that listeners can follow the line of reasoning and the organization, development and style are appropriate to talk, purpose, and audience</b> relates to the creative practices of <b>imagining</b> (to form a mental image or construct), <b>construction</b> (to make or form by combining parts or elements), and <b>reflection</b> (to think deeply or carefully about).</p>



COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **SPEAKING AND LISTENING**, K-12

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<p>5. Make strategic use of digital media and visual displays of data to express information, and enhance understanding of presentations</p>	<p><b>SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.5:</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.3.5:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.4.5:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.5:</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.6.5:</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>SL.8.5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>SL.9-10.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.</p>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b> The ability to use digital media and visual displays to express information relates to <b>Lifelong Goal #1 (The Arts as Communication):</b></p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to <b>respond by analyzing and interpreting the work of others.</b></li> </ul> <p><b><u>Creative Practices:</u></b> The ability to <b>use digital media and visual displays of data to express information and enhance understanding of presentations</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li><b>Imagining:</b> To form a mental image or concept</li> <li><b>Construction:</b> To make or form by combining parts or elements</li> <li><b>Reflection:</b> To think deeply or carefully about</li> </ul>

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **SPEAKING AND LISTENING**, K-12

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<i>(Standard 5, continued)</i>	<b>SL.11-12.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b> The ability to adapt speech to a variety of contexts and communicative tasks relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols and metaphors to <b>independently create and perform work that expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b> The ability to <b>adapt speech to a variety of contexts and communicative tasks</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Construction:</b> To make or form by combining parts or elements</li> <li>• <b>Reflection:</b> To think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Conventions of Standard English</b>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b>                      The ability to <b>demonstrate command of standard English grammar and usage when writing or speaking</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b>                      The ability to <b>demonstrate command of standard English grammar and usage when writing or speaking</b> relates to the creative practice of <b>construction</b> (to make or form by combining parts or elements).</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p><b><u>Creative Practices:</u></b>                      The ability to <b>demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</b> relates to the creative practice of <b>construction</b> (to make or form by combining parts or elements).</p>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Knowledge of Language</b>		
<p>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.</p>	<p><b>L.5.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems).</li> </ul>	<p><b><u>Philosophical Foundations and Lifelong Goals:</u></b></p> <p>The ability to <b>understand how language functions in different contexts and make effective choices for meaning or style</b> relates to <b>Lifelong Goal #1 (The Arts as Communication):</b></p> <ul style="list-style-type: none"> <li>• Artistically literate citizens <b>use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas</b>, and are able to respond by analyzing and interpreting the work of others.</li> </ul> <p><b><u>Creative Practices:</u></b></p> <p>The ability to <b>apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style</b> relates to the following creative practices:</p> <ul style="list-style-type: none"> <li>• <b>Investigation:</b> to observe or study through exploration or examination</li> <li>• <b>Construction:</b> to make or form by combining parts or elements</li> <li>• <b>Reflection:</b> to think deeply or carefully about</li> </ul>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Connections to Core Arts Standards Terms
<b>Vocabulary Acquisition and Use</b>		
<p>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.</p>		<p><b><u>Creative Practices:</u></b> The ability to <b>clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyze meaningful word parts, and consult general and specialized reference materials</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>reflection</b> (to think deeply or carefully about).</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<p><b><u>Creative Practices:</u></b> The ability to <b>demonstrate understanding of figurative language, word relationships, and nuances in word meanings</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>construction</b> (to make or form by combining parts or elements).</p>
<p>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.</p>		<p><b><u>Creative Practices:</u></b> The ability to <b>use accurately a range of general academic and domain-specific words and phrases and demonstrate independence in gathering vocabulary knowledge</b> relates to the creative practices of <b>investigation</b> (to observe or study through exploration or examination) and <b>construction</b> (to make or form by combining parts or elements).</p>

COMMON CORE STANDARDS FOR **MATHEMATICAL PRACTICE**, K-12

Standard	Connections to Core Arts Standards Terms
<p><b>1. Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of their problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p>The ability to <b>transform algebraic expressions or change the viewing window, use pictures to solve problems, and understand the approaches of others to solving complex problems and identify correspondences between different approaches</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to <b>respond by analyzing and interpreting the work of others</b>.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>The ability to <b>use concrete objects or pictures to solve a problem</b> relates to the creative practice of <b>imagining</b> (to form a mental image or concept).</li> <li>The ability to <b>look for entry points into a problem’s solution, analyze givens, make conjectures, try special cases and simpler forms of the original problem in order to gain insight into its solution, explain correspondences between elements of a problem, and search for regularity or trends</b> relates to the creative practice of <b>investigation</b> (to observe or study through exploration or examination).</li> <li>The ability to <b>explain correspondences, graph data, and draw diagrams</b> relates to the creative practice of <b>construction</b> (to make or form by combining parts or elements).</li> <li>The ability to <b>explain to one’s self the meaning of a problem, monitor and evaluate one’s progress and change course if necessary, check answers, and ask “Does this make sense?”</b> is related to the creative practice of <b>reflection</b> (to think deeply or carefully about).</li> </ul>

COMMON CORE STANDARDS FOR **MATHEMATICAL PRACTICE**, K-12

Standard	Connections to Core Arts Standards Terms
<p><b>2. Reason abstractly and quantitatively.</b></p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to <i>decontextualize</i> – to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents – and the ability to <i>contextualize</i>, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<ul style="list-style-type: none"> <li>• The ability to <b>decontextualize – to abstract a given situation and represent it symbolically</b> – is related to the creative practice of <b><u>imagining</u></b> (to form a mental image or concept).</li> <li>• The ability to <b>make sense of quantities and their relationships in problem situations</b>, the ability to <b>contextualize, to probe into the referents for the symbols involved</b>, and the ability to <b>know and flexibly use different properties of operations and objects</b> relate to the creative practice of <b><u>investigation</u></b> (to observe or study through exploration or examination).</li> <li>• The ability to <b>create a coherent representation of the problem at hand</b>, and <b>know and flexibly use different properties of operations and objects</b> relates to the creative practice of <b><u>construction</u></b> (to make or form by combining parts or elements).</li> <li>• The ability to <b>consider the units involved</b> and <b>attend to the meaning of quantities</b> relates to the creative practice of <b><u>reflection</u></b> (to think deeply or carefully about).</li> </ul>

**COMMON CORE STANDARDS FOR MATHEMATICAL PRACTICE, K-12**

Standard	Connections to Core Arts Standards Terms
<p><b>3. Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed and – if there is a flaw in the argument— explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>The ability to <b>construct viable arguments, justify their conclusions, communicate them to others, respond to the arguments of others, compare the effectiveness of two plausible arguments, listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the argument</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by <b>analyzing and interpreting the work of others</b>.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>The ability to <b>analyze situations by breaking them into cases, compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, determine domains to which an argument applies, listen to or read the arguments of others, and ask useful questions to clarify or improve the argument</b> relates to the creative practice of <b>investigation</b> (to observe or study through exploration or examination).</li> <li>The ability to <b>construct arguments, make conjectures and build a logical progression of statements, explain flaws in arguments, and construct arguments using concrete referents</b> relates to the creative practice of <b>construction</b> (to make or form by combining parts or elements).</li> <li>The ability to <b>recognize and use counterexamples</b> and to <b>decide whether the arguments of others make sense</b> relates to the creative practice of <b>reflection</b> (to think deeply or carefully about).</li> </ul>



COMMON CORE STANDARDS FOR **MATHEMATICAL PRACTICE**, K-12

Standard	Connections to Core Arts Standards Terms
<p><b>4. Model with mathematics.</b></p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in their everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<ul style="list-style-type: none"> <li>• The ability to <b>make assumptions and approximations</b> and to <b>identify important quantities in a practical situation</b> relates to the creative practice of <b><u>imagining</u></b> (to form a mental image or concept).</li> <li>• The ability to <b>analyze relationships mathematically to draw conclusions</b> relates to the creative practice of <b><u>investigation</u></b> (to observe or study through exploration or examination).</li> <li>• The ability to <b>map relationships using diagrams, two-way tables, graphs, flowcharts, and formulas</b> relates to the creative practice of <b><u>construction</u></b> (to make or form by combining parts or elements).</li> <li>• The ability to <b>interpret their mathematical results in the context of the situation</b> and <b>reflect on whether the results make sense</b> relates to the creative practice of <b><u>reflection</u></b> (to think deeply or carefully about).</li> </ul>

**COMMON CORE STANDARDS FOR MATHEMATICAL PRACTICE, K-12**

Standard	Connections to Core Arts Standards Terms
<p><b>5. Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<ul style="list-style-type: none"> <li>• The ability to <b>detect possible errors</b> and <b>visualize results</b> relates to the creative practice of <b><u>imagining</u></b> (to form a mental image or concept).</li> <li>• The ability to <b>consider available tools when solving a problem, analyze graphs of functions and solutions, strategically use estimation and other mathematical knowledge, identify relevant external mathematical resources, and use technological tools to explore and deepen understanding of concepts</b> relates to the creative practice of <b><u>investigation</u></b> (to observe or study through exploration or examination).</li> <li>• The ability to <b>make mathematical models</b> relates to the creative practice of <b><u>construction</u></b> (to make or form by combining parts or elements).</li> <li>• The ability to <b>use technological tools to explore and deepen understanding of concepts</b> relates to the creative practice of <b><u>reflection</u></b> (to think deeply or carefully about).</li> </ul>
<p><b>6. Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>The ability to <b>communicate precisely to others, give carefully formulated explanations, and examine claims</b> relates to <b>Lifelong Goal #1 (The Arts as Communication)</b>:</p> <ul style="list-style-type: none"> <li>• Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that <b>expresses/conveys/communicates their own ideas</b>, and are able to respond by <b>analyzing and interpreting the work of others</b>.</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• The ability to <b>communicate precisely with others, use clear definitions in discussion with others and in their own reasoning, and calculate accurately and efficiently</b> relates to the creative practice of <b><u>construction</u></b> (to make or form by combining parts or elements).</li> <li>• The ability to <b>examine claims</b> relates to the creative practice of <b><u>reflection</u></b> (to think deeply or carefully about).</li> </ul>

**COMMON CORE STANDARDS FOR MATHEMATICAL PRACTICE, K-12**

Standard	Connections to Core Arts Standards Terms
<p><b>7. Look for and make use of structure.</b></p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see <math>7 \times 8</math> equals the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see <math>5 - 3(x - y)^2</math> as 5 minus a positive number times a square the use that to realize that its value cannot be more than 5 for any real numbers <math>x</math> and <math>y</math>.</p>	<ul style="list-style-type: none"> <li>• The ability to <b>discern patterns or structures</b> relates to the creative practice of <u>imagining</u> (to form a mental image or concept).</li> <li>• The ability to <b>look closely, notice relationships between elements of a problem, and use strategies such as drawing an auxiliary line</b> relates to the creative practice of <u>investigation</u> (to observe or study through exploration or examination).</li> <li>• The ability to <b>look closely, recognize the significance of an existing line in a geometric figure, and step back for an overview and to shift perspective</b> relates to the creative practice of <u>reflection</u> (to think deeply or carefully about).</li> </ul>
<p><b>8. Look for and express regularity in repeated reasoning.</b></p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation <math>(y-2)/(x-1)=3</math>. Noticing the regularity in the way the terms cancel when expanding <math>(x-1)(x+1)</math>, <math>(x-1)(x^2 + x + 1)</math>, and <math>(x - 1)(x^3 + x^2 + x + 1)</math> might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>	<ul style="list-style-type: none"> <li>• The ability to <b>maintain oversight of the process</b> relates to the creative practice of <u>imagining</u> (to form a mental image or concept).</li> <li>• The ability to <b>notice if calculations are repeated, work to solve a problem, and noticing the regularity in the way terms cancel when expanding</b> relates to the creative practice of <u>investigation</u> (to observe or study through exploration or examination).</li> <li>• The ability to <b>notice that calculations are repeating over and over again, conclude they have a repeating decimal, pay attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, and evaluate the reasonableness of their intermediate results</b> relates to the creative practice of <u>reflection</u> (to think deeply or carefully about).</li> </ul>

**Appendix A: College and Career Readiness Anchor Standards for English Language Arts**

<b>COLLEGE AND CAREER READINESS ANCHOR STANDARDS</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
<p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol>	<p><b>Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>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.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>	<p><b>Comprehension and Collaboration:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ol>	<p><b>Conventions of Standard English</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol>	<p><b>Production and Distribution of Writing</b></p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</li> </ol>	<p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol>	<p><b>Knowledge of Language</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS**

Reading	Writing	Speaking and Listening	Language
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence.</p> <p>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.</p>	<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and accurately use 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.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.</p>		

## Appendix B: Standards for Mathematical Practice

STANDARDS FOR MATHEMATICAL PRACTICE		
Standard number	Title of standard	Full text of standard
CCSS.Math.Practice.MP1	<b>Make sense of problems and persevere in solving them.</b>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
CCSS.Math.Practice.MP2	<b>Reason abstractly and quantitatively.</b>	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to <i>decontextualize</i> —to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to <i>contextualize</i> , to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
CCSS.Math.Practice.MP3	<b>Construct viable arguments and critique the reasoning of others.</b>	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

## STANDARDS FOR MATHEMATICAL PRACTICE

Standard number	Title of standard	Full text of standard
CCSS.Math.Practice.MP4	<b>Model with mathematics.</b>	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
CCSS.Math.Practice.MP5	<b>Use appropriate tools strategically.</b>	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
CCSS.Math.Practice.MP6	<b>Attend to precision.</b>	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school, they have learned to examine claims and make explicit use of definitions.

## STANDARDS FOR MATHEMATICAL PRACTICE

Standard number	Title of standard	Full text of standard
CCSS.Math.Practice.MP7	<b>Look for and make use of structure.</b>	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see <math>7 \times 8</math> equals the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see <math>5 - 3(x - y)^2</math> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers <math>x</math> and <math>y</math>.</p>
CCSS.Math.Practice.MP8	<b>Look for and express regularity in repeated reasoning.</b>	<p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation <math>(y - 2)/(x - 1) = 3</math>. Noticing the regularity in the way terms cancel when expanding <math>(x - 1)(x + 1)</math>, <math>(x - 1)(x^2 + x + 1)</math>, and <math>(x - 1)(x^3 + x^2 + x + 1)</math> might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>



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