

Grant R305F100007

Year of Study:

Title: The infrastructure and conceptual challenges of the Common Core State Standards: English Language Arts as a case.

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Citation: Lee, C.D. (2016). The infrastructure and conceptual challenges of the Common Core State Standards: English Language Arts as a case. In J Supovitz & J. Spillane (Eds.) *Challenging standards: Navigating conflict and building capacity in the era of the Common Core* (pp.15-24). New York, NY: Rowman–Littlefield.

Strand of work: Theoretical/Integrative

Abstract

The Common Core State Standards (CCSS) represent a relatively new vision for standards in American Education. The politics of its evolution are well documented. This chapter takes a different lens, examining tensions between the implications of the extant body of basic research on learning processes and its representation in the CCSS, with the goal of at least raising questions about the politics entailed in the uptake of basic research in the design and implementation of public policy in education. The chapter examines these tensions by focusing on the domain of reading across the curriculum in high school. The goal is to understand what the standards address and what they don't address, and what are the implications of adoption of these standards in terms of schools having the capacity, disposition and resources to fill in the gaps.

Implications

This chapter argues for the unique niche that the work in Project READI fills by addressing not only the expectations for disciplinary literacy in the CCSS, but equally important addresses important dimensions of teaching and learning disciplinary reasoning and argumentation that are not addressed by the standards.

Acknowledgments

The research reported herein was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305F100007 to University of Illinois at Chicago. The authors thank the other members of Project READI for their assistance and contributions. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.