COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

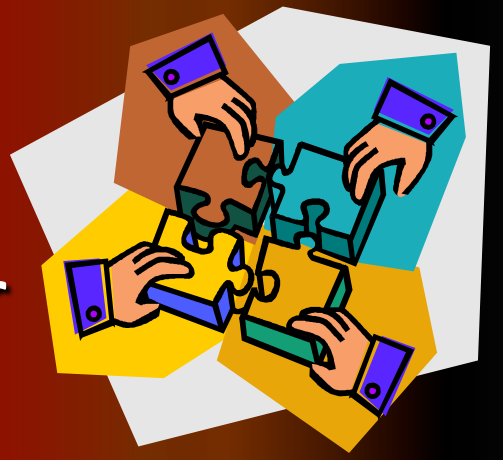
Common Core 101:
Module 4 – English-Language Arts



2012-2013



Norms



- Be respectful of one another
- Stay focused on meeting content and objectives
- Electronics away unless it's an emergency or for an activity
- Be a learner – actively participate in readings, discussions, and activities.
- Parking Lot – Please save questions.

What will a Common Core ELA classroom look like?

- Read transcript of "Rosa's Reading of an Excerpt from a History Text."
- In one sentence, what is the central idea of the text? (RI.2)
- Cite a phrase or sentence that you can use as evidence to identify this central idea (RI.1)
- Reflection: How is your experience of text different from Rosa's?

Agenda



- Why new standards?
- Anchor Standards & Content Standards
- SBAC and the Common Core Assessments
- Pilot Work Currently in Progress in HUSD



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Why new standards?

Why New Standards?

- The short answer:

  To get our students "college and career ready."

- How:

  All students engage in more authentic reading and writing, building increased stamina through:

  - More informational texts.
  - Using text (rather than the teacher) to build knowledge.
  - More complex texts.
  - More evidence-based conversation.
  - More evidence-based writing.
  - Greater use of academic vocabulary.



Anchor Standards
&
Content Standards

Anchor Standards & Content Standards

Anchor Standards	Describe what a student should be able to do upon completion of high school.	Same for K-12.	"Assess how point of view or purpose shapes the content and style of a text." (RL.6)
Content Standards	A progression of standards from K to 12 based on each anchor standard.	Different for each grade, with increasing difficulty and complexity from K to 12.	"Describe how a narrator's or speaker's point of view influences how events are described." (5.RL.6)



College and Career Readiness Anchor Standards

- ***Using pre-reading strategies,*** preview pages 2-3 of Standards Packet.
- ***Using "talking to the text,"*** review the Anchor Standards.
- ***Using Mix-Pair-Share,*** describe to your partner one opportunity that you see that these anchor standards provide for teaching and learning.
  - ***"When I read Anchor Standard _____, I see an opportunity for _____."***



Explore How Anchor Standards Become Content Standards

- Handout shows 4 sample Content Standards associated with an Anchor Standard.
- With an elbow partner:
  - ***Using Rally Coach,*** analyze each content standard
  - Together, generate a single sentence synthesizing what you observed through this activity.



Organization and Design of ELA Standards

	K-5 ELA & Content Areas		6-12 ELA		6-12 Content Areas	
Reading Anchor Standards	Foundational Skills K-5		Reading Standards for Literature 6-12	Reading Standards for Informational Materials 6-12	Reading Standards for Literacy in History and Social Studies 6-12	Reading Standards for Literacy in Science and Technical Subj 6-12
	Reading Standards for Literature K-5	Reading Standards for Informational Materials K-5				
Writing Anchor Standards	Writing Standards K-5		Writing Standards 6-12		Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects 6-12	
Speaking/ Listening Anchor Standards	Speaking and Listening Standards K-5		Speaking and Listening Standards 6-12			
Language Anchor Standards	Language Standards K-5		Language Standards 6-12			

Literacy Standards for Content Areas

	K-5 ELA & Content Areas		6-12 ELA		6-12 Content Areas	
Reading Anchor Standards	Reading Standards for Literature K-5	Reading Standards for Informational Materials K-5	Reading Standards for Literature 6-12	Reading Standards for Informational Materials 6-12	Reading Standards for Literacy in History and Social Studies 6-12	Reading Standards for Literacy in Science and Technical Subj 6-12
Writing Anchor Standards	Writing Standards K-5		Writing Standards 6-12		Writing Standards for Literacy in History, Social Studies, Science, and Technical Subjects 6-12	
Speaking/ Listening Anchor Standards	Speaking and Listening Standards K-5		Speaking and Listening Standards 6-12			
Language Anchor Standards	Language Standards K-5		Language Standards 6-12			

Literacy Standards for Content Areas

Reading Standards for Informational Text Grade 6	Reading Standards for Literacy Science and Technical Subjects Grades 6-8	Reading Standards for Literacy in History/ Social Studies Grades 6-8
6.RI.8 Trace and evaluate the argument and specific claims in a text, ***distinguishing claims*** that are ***supported by reasons and evidence from claims that are not***.	**6-8.RI.8** ***Distinguish among facts, reasoned judgment*** based on research findings, ***and speculation*** in a text.	**6-8.RI.8** ***Distinguish among fact, opinion, and reasoned judgment*** in a text.

Next Generation Science Standards	College, Career, and Civic Life: Framework for State Standards in Social Studies
•Framework for K-12 Science Education published in 2011 by the National Research Council •Second public draft will be released in January 2013	•Draft document of the vision statement was released in November 2012 •Inquiry arc—a set of interlocking and mutually supportive ideas that frame the ways students learn social studies content

Sample Page from CCCS – ELA

Reading Standards for Literature 6-12

The following standards offer a focus for instruction each year and help ensure that stude ure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. 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.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. 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.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4-6 on page 44 for additional expectations.)**	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4-6 on page 44 for additional expectations.)**	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4-6 on page 44 for additional expectations.)**
5. 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.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. ops the point of view a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the ch eader (e.g., create rony) create such

Strand

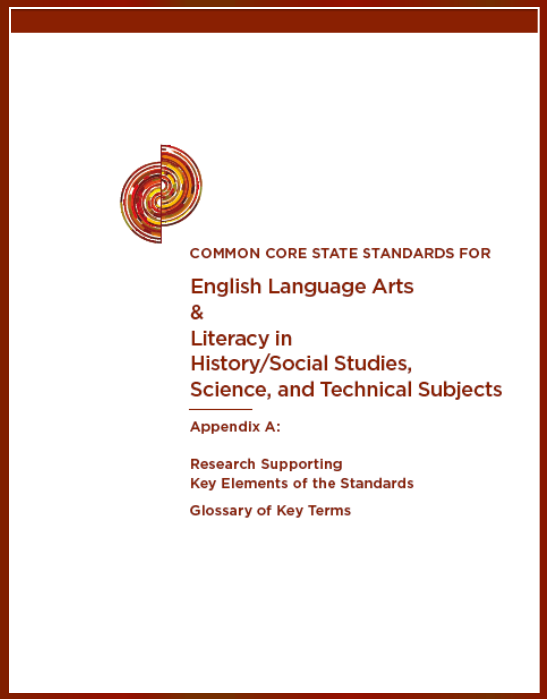
Subheading

Standard

Meet the ELA Appendices!



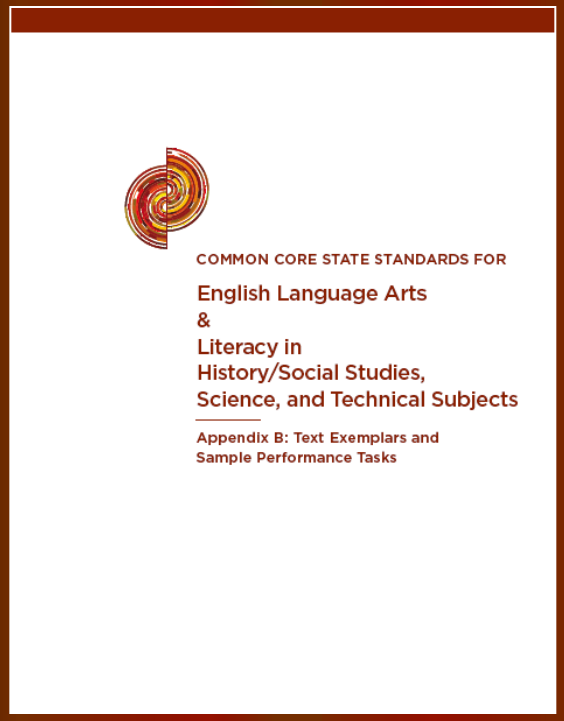
Appendix A



Appendix A:

- Review of the research.
- Explanation of the models of text complexity and vocabulary development

Appendix B



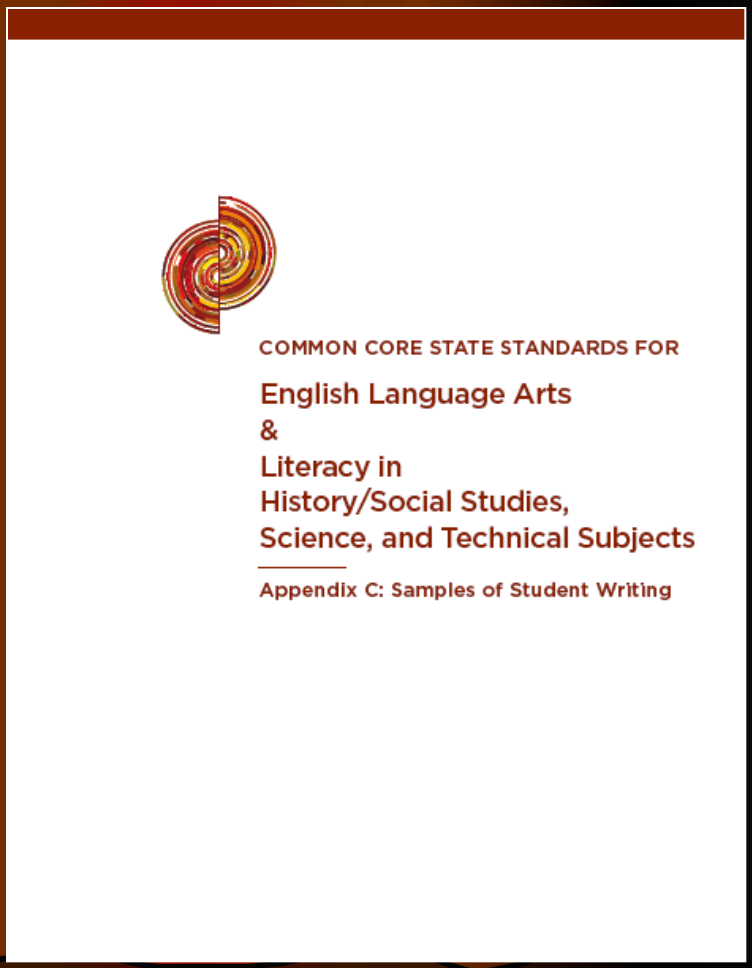
Appendix B:

- Samples of text complexity at each grade level.
- Samples of performance tasks expected of students at each grade level.

Appendix C

Appendix C:

- Annotated samples of student writing.





SBAC and the Common Core Assessments

SBAC & CCSS ELA Assessments

- **Varied Forms of Assessment**
  - Selected Response Questions
  - Constructed Response Questions
  - Performance Tasks
- **12 Week End-of-Year Assessment Window**
- **Computer Adaptive Testing**
  - Difficulty adjusted throughout assessment based on student responses.

Sneak Peek at a Performance Task

"Performance tasks ask students to research and analyze information, weigh evidence, and solve problems relevant to the real world, allowing students to demonstrate their knowledge of skills in authentic ways."

Linda Darling-Hammond –Professor of education at Stanford University and Senior Research advisor for Smarter Balance



Young Wonders – Grade 6

- Take a few moments to read page 1 of the SBAC performance task excerpt.

- http://www.ctdn.org/michaelcarraway.html



Table Talk

- ***Round Robin*** – Each person at your table share a comment about how the performance task differs from current CST's.
- Be prepared to share one difference with the larger group.



Pilot Work Currently in Progress in HUSD

Pilot Projects in Progress

- Elementary (13 teachers from 6 schools)
  - Performance Tasks for Writing
  - Cycles of inquiry – collaborative lesson planning & examination of student work
- Middle School (16 teachers in 5 schools)
  - Text-Based Discussion & Answering
  - Cycles of inquiry – peer observation & analysis of student work
- High School (18 teachers in 3 schools)
  - Common Core-based Lesson Planning
  - Cycles of inquiry – peer observation & analysis of student work

Common Core Resources

- Engage New York

  www.engageny.org/common-core/
- Smarter Balance Assessment Consortium

  www.smarterbalanced.org
- The Common Core Standards

  www.cde.ca.gov



Common Core Resources

- Tulare County Office of Education

www.tcoe.org/ERS/CCSS/ELA/Resources.shtm

- Student Achievement Partners

www.achievethecore.org

