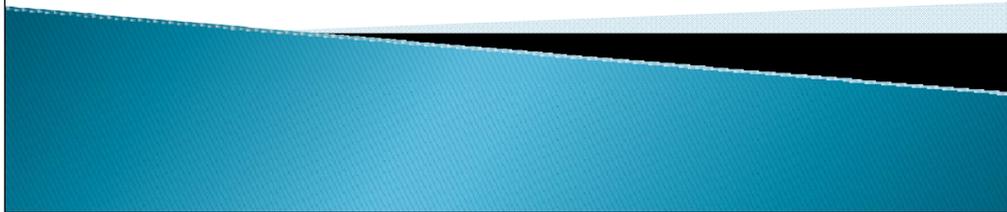


COMMON CORE STATE STANDARDS

English Language Arts: Grades 6–12



Goals for this segment:

- ▶ Develop a sense of how to navigate 500 pages of text – digitally or otherwise
 - ▶ Encourage an understanding of how this effort is different from previous rollout efforts
 - ▶ Explore the big ideas and concepts which influence the interpretation of the standards
 - ▶ “Touch” many pages of the documents
 - ▶ Explore specific standards and strands
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Vocabulary

- ▶ Turn and Talk: How do you currently teach vocabulary? Can you name a *specific strategy* you use?

Listen to the discussion of how vocabulary is currently taught.

Vocabulary

- ▶ Turn to pages 53/54 of the standards.
Highlight language that is unfamiliar to you or not addressed in your grade-level curriculum.

Vocabulary

- ▶ Go to page 27 of the standards and note the developmental progression of vocabulary expectations.

Read and Annotate Text

- ▶ List the **words** you think your students would need help to understand.
- ▶ Identify at least one **complex sentence**.
- ▶ Label at least one **abstract idea** in the passage.
- ▶ Find the **longest sentence** in the passage.
- ▶ Determine the **audience** and **purpose** of the passage.
- ▶ Determine **grade** and **context** for instruction.

Hand out the excerpts and have each person work independently. I used one from each 6-8, 9/10, and 11/12 span. I handed them out in succession so all the people at a single table would get different texts to encourage cross-role discussion.

After reading and annotating:

- ▶ Find two other people who have same text you have and discuss responses.
- ▶ Discuss as a larger group some of the responses to the annotations directions.

Do not confirm or enlighten participants about the grade level as they will have the opportunity to look it up themselves.

Navigating the Documents

- ▶ Go to page 51 of the **standards**. Anchor standards are followed by 6–12 standards.
- ▶ Determine the standards addressed by the preceding activity.

Build bridges from activities to parts of the document. Focus on conventions in particular.

Navigating the Documents

- ▶ Go to page 26 in the standards document. Follow the developmental progression of the standards you identified. What do you notice? What concerns you?
- ▶ Go to pages 28–31 of **Appendix A**, noting in particular the chart. How does this information affect understanding of the standards?

Vocabulary

- ▶ What is the relationship between developing vocabulary strategies and comprehending complex texts?

Discuss texts. Distribute the books.

Student Tasks

- ▶ Choose one of the tasks listed on the following slide and try it with your text.
- ▶ List what the students will need to know and be able to do in order to complete the task.
- ▶ Describe the qualities of the product.

This opens the door for discussions of formative assessment and common rubrics.

Student Tasks

- ▶ analyze how the central idea is conveyed through supporting ideas and developed over the course of the text
- ▶ analyze how the text unfolds to support the central idea, paying particular attention to the order in which the points are made, how the author introduces and develops his points, and the connections that are drawn between them.
- ▶ determine the central ideas found in the text, noting the parallels between it and the Declaration of Independence and providing a summary that makes clear the relationships among the key details and ideas of each text and between the texts.

These should be on the table – one per group.

Navigating the documents

- ▶ Peruse the **standards** on pages 36–40 to determine which are addressed by previous activity.
- ▶ Turn to pages 61 and 62. Are these related to the texts and tasks?
- ▶ Turn to page 8 of **Appendix B** (table of contents). Find the text you are holding and the Sample Student Performance Task associated with it.
- ▶ Read the standard noted with the SSPT.

Flipping through all the documents here. Look for calibration of understanding.

Navigating the documents

- ▶ Look in the reading standards to determine alignment of the task you did,
 - ▶ THEN
- ▶ Look across the standards (grade and strand) to determine other standards that could/should/must be met before the student can successfully complete this task.

Large group may be assigned specific content strands to facilitate the search. Mention horizontal development of concepts.

Sample Student Performance Tasks

- ▶ Where to find them: Appendix B, after the genre selections.
- ▶ What to do with them: use as a guide or model.
- ▶ Why they are valuable: they can help you calibrate your understanding of the standards and appropriate rigor.
- ▶ What they are not: they are not required, they are not a curriculum, and they are not an assessment system.

Emphasize calibration. Examples of task alignment. Building blocks. These are not a requirement or a curriculum. This is the best time to return to original seat.

Conventions

- ▶ Review the chart found on page 31 of Appendix A.
- ▶ Can you identify any of these qualities in the text excerpt you read? (choose one or two)
- ▶ Is there anything on this chart that is unfamiliar to you?
- ▶ Discuss how conventions support comprehension of complex texts.
- ▶ What would you do?

This may be omitted if discussed earlier. However, if this topic has not been thoroughly explored, try again.

Analysis and Comprehension

- ▶ DATA: What you already have and what you can do with it. [SOAS, SAT, NECAP, MEA, etc]
- ▶ Analyzing data to determine strengths and gaps in curriculum: do you do this?
- ▶ Cognitive Demand and deeper comprehension – complexity vs difficulty
- ▶ Another day . . . Cognitive demand or Webb’s Depth of Knowledge

Time may be an issue. Discuss uses of data to evaluate curriculum. Think about topics for future workshops. Webb DOK is a definite topic to explore further.

Grade Appropriate Text

- ▶ Discuss the considerations relative to curriculum development using the sample texts, whether you use any of these in your classes now, and what “text appropriate to grade” means to you at this moment.

Can return to original seats at this time if it works out. Check for understanding. Has anyone changed their mind about this expression since arriving this morning? What are the consequences of this awareness? How can we calibrate understanding? Go to Appendix B.

Review: topics of the day

- ▶ History of CCSS
- ▶ Note taking and listening
- ▶ Text complexity
- ▶ Types of writing
- ▶ Vocabulary instruction
- ▶ Complex comprehension
- ▶ Approaches to CCSS documents
- ▶ Action plans?

These would be the topics covered in the activities of both the a.m. and the p.m. 6-12 PPT.

Next steps

- ▶ Yours: further study of the CCSS initiative and each of the documents.
- ▶ Mine: identifying needs and providing support
- ▶ Others: resources from across the country and Smarter Balanced Assessment Consortium