



## Video: “Skinnying” the Standards What’s On Those Paint Sticks?

Video Link:

<https://www.teachingchannel.org/videos/breaking-down-common-core-sbw>

*From Sarah Brown Wessling:*

A lot of people have been asking what’s on the paint sticks in those buckets. Here you go. The list we work from.

### CREATE A CONTEXT

- determines themes, concepts, topics
- asks questions
- sees purpose or determines the problem
- language is part of context too (sarcasm, irony, satire) (looking at multiple versions of a drama)

### ANALYZE

- *analyze* to draw a conclusion
  - generate a big idea
  - to evaluate
  - to participate (in conversations, both written & oral)
- *analyze* using two or more texts
- *analyze* using various texts (narrative, speech, argument etc...)
- observe → determine patterns → draw conclusions (*my method for teaching analysis*)

### WRITE (& SPEAK) TO TRANSFER

- determine purpose
- know & adjust to your audience
- variety of tasks
- engage in recursive process
- adopt
- publish



### **READ CLOSELY**

- use textual evidence
- read closely for...
  - language
  - argument
  - development
- listen/view to trace arguments

### **EXPOSE PRECISE THINKING**

- use logic
- deliberate use of words/language
- tone
- use images/multimedia
- convey developed ideas
- take advantage of transitions
- tie thinking to purpose or established context
- practice & demonstrate in both written and spoken discourse

### **STAMINA**

- text complexity (read increasingly complex texts; read texts in increasingly complex ways)
- varied, frequent writing
- research habits
- language conventions