Today’s Game Plan

- **Why** do we need the Common Core Standards?
- **What** are the Common Core Standards?
- Organizing the Work
- The Shifts in ELA/Literacy
- The 9-12 Common Core Standards in ELA/Literacy
- Applying the Shifts
- **Examine** what we currently do in our own classroom, in our buildings, in the district.
- **Where Do We Go from Here?**
Why???

- **Graduation Rates** – nationwide and NYS
- **State Scores** – flat lining & need to move students to Level 4/mastery (evidenced in this year’s results – some drops, some flat)
- **AYP** – 800 *more* schools not meeting AYP!
- **College & Career Readiness** – even in high performing districts, students are struggling in college (higher numbers of students in remedial courses; gaps in numbers of women engineers, scientists, etc.)
In July 2010, the Board of Regents adopted the Common Core Learning Standards for New York State schools, to be fully implemented in the 2012-13 school year.

Today, 45 states have adopted these Standards built upon evidence and research-based criteria.
http://www.nysed.gov/
Commissioner’s Presentation to NYSC OSS
September 26, 2011

p. 2 – Graduation Rates
p. 3 – College & Career Readiness
p. 17 – Assessment Update
p. 18 – PARCC Assessments
What are the Common Core Standards?

• Built upon what was **best** in state standards—not what is common

• **Task list** rather than wish list

• **Focused list** so that teachers have time to teach and students time to learn

• **Evidence-based** to show students are ready for demands of college and career
Organizing the Work:

• **Understand the change** – reviewing the ELA Common Core Standards and the Shifts

• **Be the change** – using exemplars to deepen understanding

• **How to change** – Implementing the Common Core Standards in your classroom
Common Core State Standards

Evidence-Based

Evidence was used to guide critical decisions in the following areas:
– Inclusion of particular content
– Timing of when content should be introduced and the progression of that content
– Ensuring focus and coherence
– Organizing and formatting the standards
– Determining emphasis on particular topics in standards

Evidence includes:
– Standards from high-performing countries, leading states, and nationally-regarded frameworks
– Research on adolescent literacy, text complexity, mathematics instruction, quantitative literacy
– Lists of works consulted and research base included in standards’ appendices
Common Core in Action

www.teachingchannel.org

- **Common Core Overview – HS ELA & Math:** (14 mins.)

- **ELA/Literacy K-12 Overview:** (14 mins.)

- **7th grade ELA – Making Vocabulary Interactive:** (5 mins.)

- **6th grade ELA – Poetry Workstations:** (5 mins.)

- **2nd grade ELA – College Vocabulary:** (1 min.)
Understand the Change
Common Core in ELA/Literacy

- Review Key Points in K-12 strands in reading, writing, speaking/listening, language
- Review the Appendices:
  - Appendix A: Research & Glossary of Key Terms
  - Appendix B: Test Exemplars & Sample Performance Tasks
  - Appendix C: Samples of student writing

Media & Technology are integrated in every strand.

http://www.dubuque.k12.ia.us/cartoons
Resources

• Engage NY:  [http://engageny.org](http://engageny.org)

• Common Core Standards with NY additions:  
Understand the Change

The Shifts
6 Instructional Shifts in ELA/Literacy

Balancing Informational & Literary Texts

• Building Knowledge in the Disciplines
• Staircase of Complexity
• Text-Based Answers
• Writing from Sources
• Academic Vocabulary
# Recommended Distribution of Literary & Informational Text by Grade

2011 NAEP (National Assessment of Educational Progress) reading framework

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>
# Recommended Distribution of Communicative Purposes by Grade

2011 NAEP (National Assessment of Educational Progress) reading framework

<table>
<thead>
<tr>
<th>Grade</th>
<th>To Persuade</th>
<th>To Explain</th>
<th>To Convey Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Understand the Change
3 Key Areas in ELA/Literacy

• **Materials**: a shift in what students are reading—within existing materials; balance of literature and informational text

• **Teachers**: a shift in questions – 80% of questions asked as text-dependent and higher order questions

• **Students**: evidence of close reading—close encounters with sufficiently complex text demonstrated through writing to inform or argue using evidence from text
**Shifts in ELA/Literacy**

<table>
<thead>
<tr>
<th>Shift 1</th>
<th>PK-5, Balancing Informational &amp; Literary Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.</td>
<td></td>
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<thead>
<tr>
<th>Shift 2</th>
<th>6-12, Knowledge in the Disciplines</th>
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</thead>
<tbody>
<tr>
<td>Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Shift 3</th>
<th>Staircase of Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.</td>
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</table>

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<thead>
<tr>
<th>Shift 4</th>
<th>Text-based Answers</th>
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<tbody>
<tr>
<td>Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Shift 5</th>
<th>Writing from Sources</th>
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<tbody>
<tr>
<td>Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.</td>
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<thead>
<tr>
<th>Shift 6</th>
<th>Academic Vocabulary</th>
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</table>
| Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content.
Understand the Change
Shifts in ELA/Literacy

• **Read** the 6 shifts.

  - **Underline** key phrases that might be helpful in explaining these shifts. *How is each shift related to your work with students?*
PROCESSING: in groups

- **Share** the important ideas in your group.

- **Where are we already doing this?**

- **Where do we most need to focus our attention? How can we tweak our work for students?**
ELA & Literacy Shift #6

Academic Vocabulary
“Words are not just words . . .
They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.”

Marilyn Jager Adams as quoted in CCSS for ELA & Literacy, Appendix A, p. 32
Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.

Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge
“Tier Two words, which by definition are not unique to a particular discipline, are often not viewed as the clear responsibility of a particular content area teacher. What is more, many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.”
“. . . Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. Constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters faced threats, harassment and even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.”
What will this mean we have to change about our practice?
What challenges will we face as we make this shift?

http://engageny.org/resource/common-core-video-series/Common Core in ELA/Literacy: Shift 6 – Academic Vocabulary
The Declaration of Independence

July 4, 1776

• Read *The Declaration of Independence*.

• Circle any “academic vocabulary” words.

• Underline any Tier III words (words that you would define for students).
Examples of Academic Vocabulary:

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Tier III - Defined</th>
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<tbody>
<tr>
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</tbody>
</table>
### “This Land is Your Land”
**Grades K - 2**

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Tier III - Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endless</td>
<td>Skyway</td>
</tr>
<tr>
<td>Above</td>
<td>Ribbon of highway</td>
</tr>
<tr>
<td>Below</td>
<td>New York island</td>
</tr>
<tr>
<td>Roamed, rambled, strolling</td>
<td>California</td>
</tr>
<tr>
<td>Chanting</td>
<td>Gulf</td>
</tr>
<tr>
<td>Sparkling rolling</td>
<td>Redwood forest</td>
</tr>
</tbody>
</table>

Endless
Above
Below
Roamed, rambled, strolling
Chanting
Sparkling
rolling
# The Star Spangled Banner

**Grades 3 - 5**

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Tier III - Defined</th>
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</thead>
<tbody>
<tr>
<td>Proof</td>
<td>Ramparts</td>
</tr>
<tr>
<td>Perilous</td>
<td>O’er</td>
</tr>
<tr>
<td>Broad</td>
<td>Gallantly</td>
</tr>
<tr>
<td>Dawn</td>
<td>Perilous</td>
</tr>
<tr>
<td>Twilight</td>
<td>Star spangled banner</td>
</tr>
<tr>
<td>Gleaming</td>
<td>“land of the free”</td>
</tr>
<tr>
<td>Streaming</td>
<td>“land of the brave”</td>
</tr>
<tr>
<td>Hailed</td>
<td>Hailed</td>
</tr>
<tr>
<td>Banner</td>
<td></td>
</tr>
<tr>
<td>Glare</td>
<td></td>
</tr>
<tr>
<td>Bursting</td>
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30
Reading: “Choosing Words to Teach”


Group 1 – Useful Words & Identifying Tier 2 Words
Group 2 – Selecting from a Pool of Words
Group 3 – What If There Are Not Enough Words?
Group 4 – An Example for Older Students

Individually read your assigned section and note key points.
Think – Pair – Share

• **Within Your Group:** Highlight and discuss significant parts of your section; include text-based evidence that deepens your understanding of academic vocabulary.

• **Group Presentation:** Share the key points of your section – focusing on understanding of academic vocabulary and effective vocabulary instruction.

• **Group discussion:**
  - *How does this article align to the “shifts” of common core?*
  - *What questions does it raise?*
"I object, Your Honor! Hearsay evidence!"
ELA & Literacy Shift #4

Text-based Answers

The Declaration of Independence

July 4, 1776

• Write 3 text-based questions for this document. Be sure to include higher order thinking questions.
Examples of Text-based Questions:
Examining Common Core Standards ELA/Literacy Grades 9 - 12
SUMMARY
Common Core ELA & Literacy Standards K-5

Emphasis on literacy across the content areas

Reading:
• Divided into Literature, Nonfiction & Foundational Skills (Phonics, Concepts of Print, Fluency)
• Raised expectations for comprehension, especially higher level comprehension through fluency & accuracy
• Identification of on-grade reading level expectations by lexile
• Suggestion of certain reading content for all students, including classic myths and stories, foundational U.S. documents, seminal works of American literature, and Shakespearean canon.
Writing:
• Persuasive or argumentative writing based on reasoning and evidence. Opinion writing begins at grade K

• Writing process including daily writing, reflection, revision, editing and publishing to begin at grade K

• Research process delineated beginning at Kindergarten

Speaking and Listening:
• Standards devoted to discussion in one-on-one, small-group, and whole class settings

• More emphasis on student questions

• More emphasis on collaboration as well as presentation
## Examine the Strands

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Key Points</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>Reading</td>
<td></td>
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<td>Writing</td>
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<td>Speaking &amp;</td>
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<td>Listening</td>
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<tr>
<td>Language</td>
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Priorities

Common Core Standards

Cognitive Engagement

Constructivist Learning

21st Century Skills
Cognitive Engagement, Constructivist Learning & 21st Century Skills

- Discuss what these concepts look like in the classroom regarding Shift #4 – Text-based Answers and Shift #6 – Academic Vocabulary.
- How you would know if students are cognitively engaged?
- Be prepared to share your work with the whole group.
Common Core Goals for 2011-12

- **ELA/Literacy**: 1 unit each semester that provides students with the opportunity to cognitively engage in a close reading of a text.

**Brainstorm**
Using your text . . .

- Select Tier 2 (academic vocabulary) and Tier 3 (domain specific) words.
- Develop 3 text-based questions.
- Design an activity that would incorporate the three priorities: cognitive engagement, constructivist learning, 21st century skills.
What do you need?
How to Change???
Common Core Goals for 2011-12

• ELA/Literacy:
Thank YOU!!!

• Please complete the evaluation survey on My Learning Plan!

• Contact me at pkrizan@rboces.org
  845-627-4726