The Most Challenging INSTRUCTIONAL SHIFTS IN THE CCSS for English/Language Arts

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The Most Challenging Instructional Shifts in the CCSS for English Language Arts

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Join the conversation! #ELAshifts
Common Core State Standards

- A state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.
- Developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.
- 15%
- See www.corestandards.org
The College and Career Readiness Anchor Standards are the foundation of the Common Core initiative and provide the big picture.

Organizational Clusters
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

The Common Core State Standards are organized according to the CCRS. The Standards are the more specific, grade-level benchmarks.
College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
Reading the Common Core State Standards

- Read vertically to gain an understanding of the Common Core expectations for a particular grade level.

- Read horizontally to gain an understanding of the expectations of the Common Core in previous grades.
Why read horizontally?

- The Common Core State Standards are not structured in a way that allows a seventh grade teacher to teach only the seventh grade standards, when the Standards are implemented.

- To fully understand what each standard requires, teachers at every grade level need to ensure that all of the preceding standards within a given grade level are being met.
ELA Standard Strands

The English Language Arts Standards are built on an integrated model of language arts:

- Reading
- Writing
- Speaking and listening
- Language

Rich instructional tasks may include multiple examples of these.
Mayflower and the Mayflower Compact

The Journey | The People | The Ship | The Mayflower Compact | Mayflower Compact in William Bradford’s Hand

The Journey

Would you have liked to travel on a small ship with more than 100 other people, all of their belongings, and possibly some farm animals — for 66 days? That’s what the Pilgrims did in the year 1620, on a ship called Mayflower.

Mayflower set sail from England in
Focus of this Task:

RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Integrating Reading Standards

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (RI.5.2)

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area (RI.5.4)

- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (RI.5.9)
Integrating Other ELA Standards

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on each others’ ideas and expressing their own clearly (SL.5.1)

- Conduct short research projects that build knowledge about a topic (W.5.7)

- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (L.5.4.c)
“The Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.”

Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, p. 4

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Established Instructional Shifts in ELA

- Regular practice with complex text and its academic language.
- Reading, writing, and speaking grounded in evidence from text, both literary and informational.
- Building knowledge through content-rich non-fiction.
In this webinar, we will focus on four challenges:

- Academic Vocabulary
- Informational Text
- Complex Text
- Close Reading
Academic Vocabulary

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“Word Meanings” in the ELA Standards

- Reading: Literature Standard 4
- Reading: Informational Text Standard 4
- Reading: History/Social Studies Standard 4
- Reading: Science and Technical Subjects Standard 4
- Reading: Foundational Skills Standards 3 and 4
- Writing: Standards 1, 2, and 3
- Language: Standards 4, 5, and 6
Language Standard 4: Word-Learning Strategies

- Use of Context
- Use of Word Parts
- Authentic Use of Reference Materials
Language Standard 5: Word Relationships and Nuances

- Figurative Language
- Relationships Between and Among Words
- Shades of Meaning
Language Standard 6: Words to Know

- Levels of Word Knowledge
- General Academic Words—Tier 2
- Domain-specific Words—Tier 3
Informational Text
Informational Text Structures:

- Problem/Solution
- Cause/Effect
- Comparison/Contrast
- Definition
- Chronology/Series of Events
Problem:

Human activity is causing the Earth to warm up at astounding rates. This global increase in temperature is due to human activities, which are the major cause of climate change. Examples of human activities that contribute to climate change are the deforestation of large areas and the burning of fossil fuels for making electricity and driving cars.

Factors in the Text That Contribute to the Solution:

1. Use less fossil fuel by using public transportation, walking, or riding a bike.
2. Turn off electronic devices such as televisions or computers when they are not in use.
3. Create less waste. Don’t take receipts at gas stations and recycle cans, bottles, and paper.

Solution:

Human activity is the major cause of climate change, which could be reduced if people made a few changes in their daily activities. For example, people could use less fossil fuel by using public transportation, walking, or riding their bikes. People could also use less energy by turning off electronic devices when they are not in use. In addition, people could create less waste by recycling cans, bottles, and paper. All of these factors could decrease the rate of climate change.
Generating and Responding to Questions

- **Memory Questions:**
  SIGNAL WORDS: Who, what, where, when?
  COGNITIVE OPERATIONS: Naming, defining, identifying, designating

- **Convergent Thinking Questions:**
  SIGNAL WORDS: Why, how, in what ways?
  COGNITIVE OPERATIONS: Explaining, stating relationships, comparing and contrasting

- **Divergent Thinking Questions:**
  SIGNAL WORDS: Imagine, suppose, predict, if/then
  COGNITIVE OPERATIONS: Predicting, hypothesizing, inferring, reconstructing

- **Evaluative Thinking Questions:**
  SIGNAL WORDS: Defend, judge, justify/What do you think?
  COGNITIVE OPERATIONS: Valuing, judging, defending, justifying
To Analyze Informational Text, Teach Students To:

- Generate and Respond to Questions … Discuss
- Use Knowledge of Text Structures … Discuss
- Investigate Vocabulary … Discuss
- Question the Author…Question the Context…Question the Text … Discuss
- Mark-up, Annotate Text … Discuss
- Summarize Text … Discuss

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Mark Up and Annotate Text

Students can:

- Use the “Sticky Note” feature in PDFs
- Write directly on the passages
- Use Mobile apps that can be purchased:
  - Notability (www.gingerlabs.com/cont/notability.php)
  - GoodReader (itunes.apple.com/us/app/goodreader-for-ipad/id363448914?mt=8)
  - iAnnotate PDF (www.branchfire.com/iannotate)

These apps have many more options for students to annotate, highlight, draw, place sticky notes, etc.
Complex Text
Text Complexity

Qualitative

Quantitative

Reader and Task
Exemplar texts are models. They are examples.

Some think of them as benchmarks or anchors. They are not mandated texts.

They do not comprise all of the literature or informational text that should be taught at a given grade level.
Text Complexity Analysis of *The Hunger Games* by Suzanne Collins

**Qualitative Measures**

**Levels of Meaning:**
The novel has a multiple levels of meaning. Literally, the story centers around Katniss, who lives in a not-too-distant future in the remains of what was once North America. As her home district's representative to the annual Hunger Games, she competes for survival. The book is also a social commentary on reality television and social issues.

**Structure:**
A simple structure told by a first person narrator with foreshadowing and flashback, the book does require the reader to picture a future world with event and customs that may be unfamiliar.

**Language Conventionality and Clarity:**
Vivid description, figurative language and imagery is used to help the reader picture this world in the not-too-distant future. The voice of the narrator is conversational, familiar, and contemporary.

**Knowledge Demands:**
Higher level themes of moral dilemma, social criticism, government control, war and hunger. Events of the novel are unique to Katniss's world of the future and require a deeper level of thinking on the part of the reader.

**Quantitative Measures**

Various readability measures of *The Hunger Games* are largely in agreement that it is of appropriate complexity for grades 7-adult. The ATOS formula (used with the Accelerated Reader program) identifies this title as having a book level of 5.3. A Lexile measure for this novel is 810L.

**Reader-Task Considerations**

These are to be determined locally with reference to such variables as a student’s motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the question posed.

Here in Kansas, educators might want to examine the following elements or issues: the consequences of hunger, people’s Constitutional rights, and links to other books such as 1984, *The Giver*, *Fahrenheit 451*, and others for student learning differentiation purposes.

**Recommended Placement**
The Hunger Games is the 2010 Heartland Award winner in Kansas. Both the qualitative and quantitative measures support the novel’s placement in the grades 7 and higher text complexity band. This book also ties into social studies and some science standards.
We still need to teach students how to read!

- Foundational Skills (K-5)
  - Print Concepts
  - Phonological Awareness
  - Phonics
  - Fluency
- Vocabulary
- Comprehension Strategies (not in the Standards but essential!)
Students need different types of reading experiences

- Small Group Reading
- Whole Group Reading
- Independent Reading for Enjoyment
- Read-Alouds
- Reading to Find Information
- Close Reading
Close Reading
Reading Standard 1: Read Closely

The Aspen Institute defines "close reading" as:

- a process of gradual release (that occurs in small groups)

- teachers guide students to analyze a short piece of text

- multiple readings

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Close Reading

- Guide students through text-based questions and discussion

- Deeply analyze and appreciate various aspects of the text
  - key vocabulary and how its meaning is shaped by context attention to form, tone, imagery and/or rhetorical devices
  - the significance of word choice and syntax
  - discovery of different levels of meaning as passages are read multiple times

Brown & Kappes, 2012, p. 2
“Rather than replacing existing curriculums with the Standards, districts should be striving to integrate the Standards into sound literacy curriculums—student-centered curriculums that include the teaching of reading comprehension strategies.”

McLaughlin & Overturf, 2012
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Selected References

Thank you and Q&A!