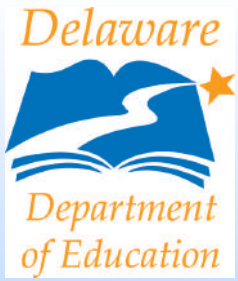




ELA Common Core Overview

Delaware Department of Education
Module 1
September, 2012



What does it mean to be ELA Common Core-Ready?

- There is an understanding of the CCSS Structure
 - Reading
 - Writing
 - Speaking & Listening
 - Language
- There is an understanding of the shifts
 - implications for instruction
 - Implications for assessment
- There is an understanding of the Publishers' Criteria
 - to ensure alignment of materials with the Standards
 - to provide a clear and consistent framework



Advanced Organizer

- Structure of ELA Common Core Standards (CCSS)
- Need for Change
- The Publishers' Criteria
- The Shifts
- Model of Integration

The Background of the Common Core



- Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) with the following design principles:
 - Result in College and Career Readiness
 - Based on solid research and practice evidence
 - Fewer, higher, and clearer



Standards for ELA & Literacy in Common Core State History/Social Studies, Science, & Technical Subjects

College and Career Readiness (CCR) Standards

- Overarching standards for each strand that are further defined by grade-specific standards

Grade-Level Standards in English Language Arts

- K-8, grade-by-grade
- 9-10 and 11-12 grade bands for high school
- Four strands: *Reading, Writing, Speaking and Listening, and Language*

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- Standards are embedded at grades K-5
- Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12

READING

10 Anchor Standards
for College and Career Readiness

Foundational Skills

ELA Standards K-12

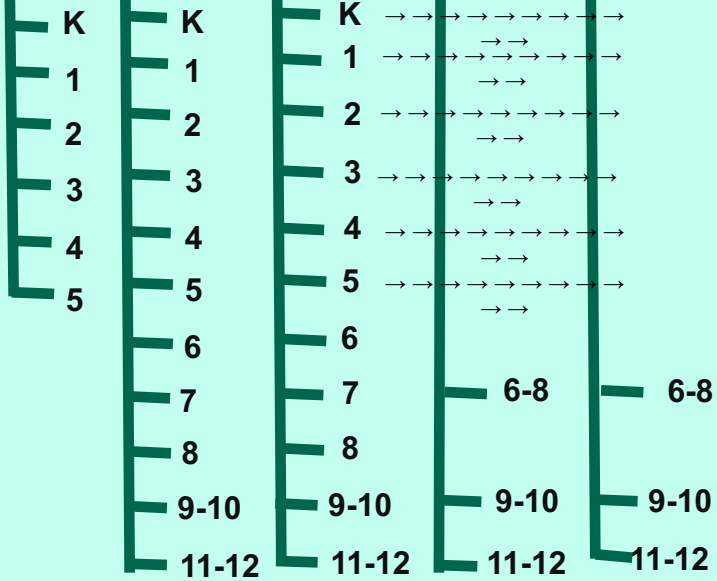
Literacy Standards 6-12

Literary Text

Inform Text

Hist. / S.S.

Sci. / Tech. Subj.

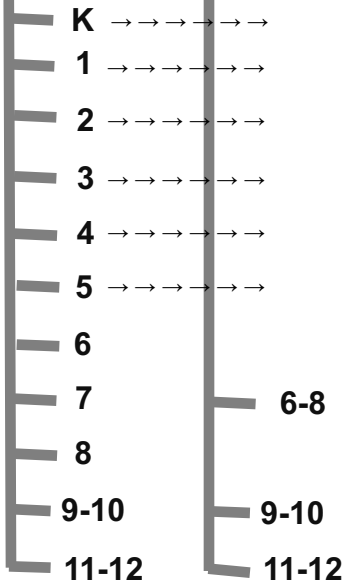


WRITING

10 Anchor Standards
for College and Career Readiness

ELA Standards K-12

Literacy Standards 6-12



SPEAKING & LISTENING

6 Anchor Standards
for CCR

ELA Standards K-12



LANGUAGE

6 Anchor Standards
for CCR

ELA Standards K-12



Structure of the Standards

- Four Strands: Reading, Writing, Speaking and Listening, Language
- Reading and Writing = 10 Anchor Standards; Speaking & Listening and Language = 6 Anchor Standards
- Text complexity standards are listed by grade “bands”: K-1, 2-3, 4-5, 6-8, 9-10, 11-12, CCR – College and Career Ready)

3 RL 1

Grade Strand Standard

Strand

**Anchor
Standard**

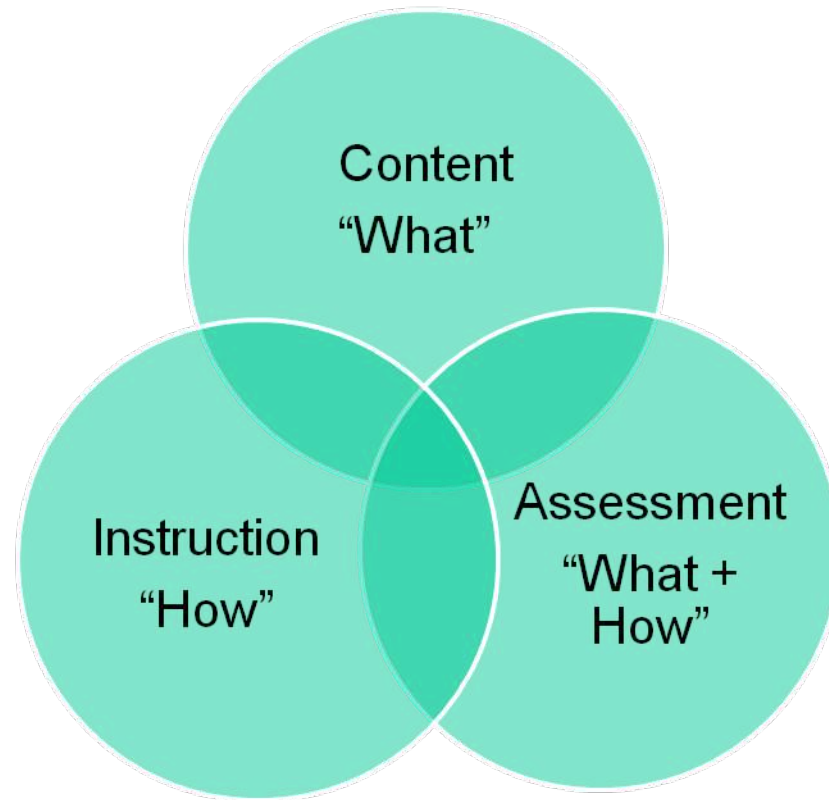
**Grade-
Specific
Standard**

Structure of ELA CCSS Activity

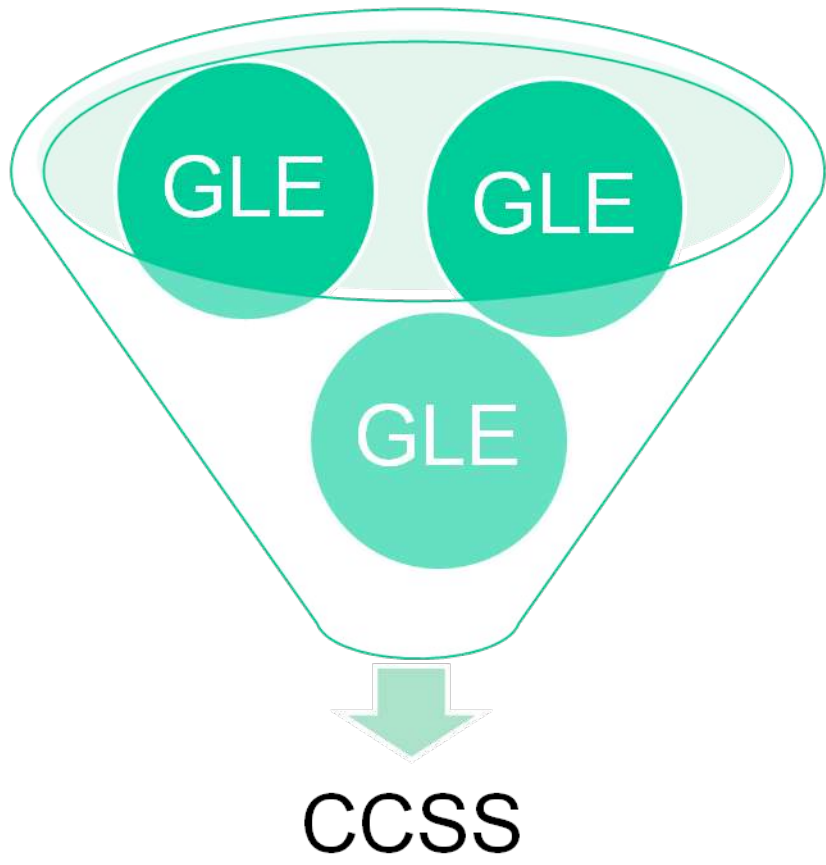
- Work with a partner or small group to complete the *Name the Standards* handout
 - Examine each of the anchor standards for each strand
 - Decide on a one-word or short phrase to describe the anchor standard
 - Let's do one together
 - Reading Anchor Standard One (read aloud)
 - What one word or phrase describes this anchor?
- Please complete the handout
- Debrief findings/questions whole group

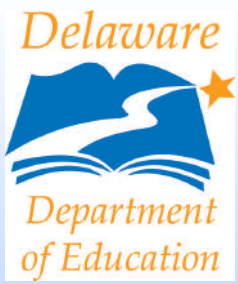
Time to Change

- ELA CCSS signify a need to change practice in the areas of:



GLEs and CCSS





What and How

- ELA CCSS = What
 - Shifts in ELA = How
- In order to ensure these new standards prepare Delaware's students to be college and career ready, educators need to focus on the “big” shifts that affect ELA.

The “Big” Instructional Shifts

- Building knowledge through content-rich literary nonfiction and informational texts
- Reading and writing grounded in evidence from the text
- Regular practice with complex text and its academic vocabulary

Revised Publishers’ Criteria, K-2 and 3-12



Revised Publishers' Criteria, Grades K-2 and 3-12

- Developed by two of the lead authors of the Common Core State Standards and revised through conversations with teachers, researchers and other stakeholders, these criteria are designed to guide publishers and curriculum developers as they work to strengthen existing programs and ensure alignment of materials with the Standards to provide a clear and consistent framework. (p.1, 2012)

3 Shifts	6 Shifts
1. Building knowledge through content-rich literary nonfiction and informational texts.	PK-5, Balance of informational and literary text
	6-12, Building knowledge in the disciplines
2. Reading and writing grounded in evidence from text.	Text-based answers
	Writing to/from sources
3. Regular practice with complex text and its academic vocabulary.	Staircase of complexity
	Academic vocabulary

Publishers' Criteria Activity

- Work with a partner or small group
 - Note evidence of the shifts in the Publishers' Criteria, Grades 3-12
 - Let's do the first one together
 - Shift: Balance of Text, pp. 4-5
 - Evidence: "In grades 3-5, literacy programs shift the balance of texts...." "In grades 6-12, ELA programs shift the balance of texts...."
 - Please complete the chart for each of the shifts
 - Debrief findings/questions whole group

Implications for Instruction and Assessment

Instructional Shifts	Assessment Shifts
PK-5, Balancing Informational and Literary Texts	A balance of authentic informational and literary texts
6-12, Building Knowledge in the Disciplines	Knowledge-based questions about discipline-specific, informational text
Staircase of Complexity	Higher level of text complexity appropriate to grade level
Text-Based Answers	Evidence from text, including paired passages, to make an argument, inform or explain; short, focused research
Writing From Sources	
Academic Vocabulary	

Critical Conversations About “The Big Shifts”

READING

1. **Informational text** must be studied in **addition to literature**.
2. **Foundational reading skills** are more specifically defined K-5.
3. **Text complexity and range of text types** is more specifically defined to **ensure consistency and rigor**.
4. **Close reading** is required for acquiring knowledge from text and deepening comprehension.
5. **Technology** is viewed as **more than a tool**; it changes reading and reading instruction.



Critical Conversations About “The Big Shifts”

WRITING

1. **Narrative, informative/explanatory, and opinion/argument** writing are emphasized.
2. Writing exemplars are included to ensure **consistent rigorous expectations** for student writing.
3. **Research and inquiry** are emphasized as **processes** rather than a text type.
4. **Technology** is viewed as **more than a tool**; it changes writing and writing instruction.

Critical Conversations About “The Big Shifts”

SPEAKING and LISTENING

- 1. Discussion** is viewed as a **key component** of learning and shared knowledge.
- Speaking and listening are viewed as **embedded aspects** of every English Language Arts classroom.
- 3. Technology** is viewed as **more than a tool**; it changes the way speaking and listening occurs.

Critical Conversations About “The Big Shifts”

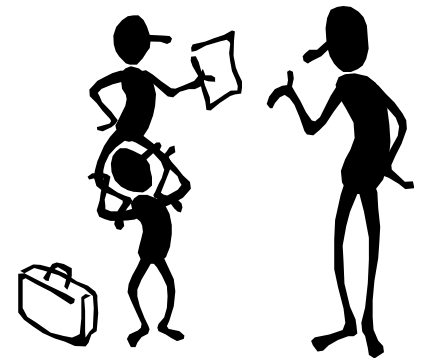
LANGUAGE

- 1. Punctuation and grammar instruction** must occur in **embedded and authentic** contexts.
- 2. Vocabulary instruction** must be intentional and occur in authentic contexts.

3-2-1 with the Shifts

Work with a partner/small group to explore the *Delaware Guide to the Shifts in ELA CCSS*:

- 3 things you discovered
- 2 things that are interesting
- 1 question you may have



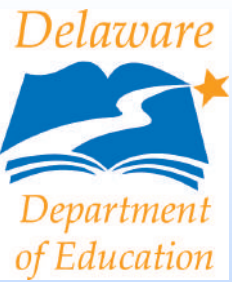
We will debrief/share out together.

Whole Group Debrief/Share Out

- A representative from each group will share the 3-2-1 for their shift
- Prepare to review the shifts by examining the rationale and the implications for instruction
- You will need your 3-column chart, *Shifts in the ELA Common Core State Standards*

Shift #1: PK-5, Balance of Informational and Literary Text

- Rationale: Elementary students typically encounter curriculum that is heavily influenced by literary text.
- Implications for Instruction: Elementary students need a balance (50/50); they need to learn the structures of both literary and informational text to deepen comprehension.



Shift #2: 6-12, Building Knowledge in the Disciplines

- Rationale: Literacy needs to be owned by all.
- Implications for Instruction: Students need an opportunity to read a variety of discipline-specific texts
 - Literary Nonfiction and Informational Text for ELA
 - Discipline-specific texts across other content areas

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

Shift #3: Staircase of Complexity

- Rationale: All students need to read a range of texts; they need appropriate scaffolding to be able to read closely and analyze challenging text.
- Implications for Instruction: Choose short and extended texts that represent a range. Teach students how to choose books (independent, challenging, just right). Model how to read closely and analyze text. Let students productively struggle.

A need for complex text...

- An analysis of schoolbooks found that text difficulty has been significantly reduced from texts published in 1919 to those published in 1991 (Adams, 2010–2011; Hayes Wolfer, & Wolfe, 1996).

Shift #4: Text-Based Answers

- Rationale: Students need to discuss/ answer text-dependent questions – not text-inspired or “cookie cutter”
- Implications for Instruction: Teachers need to ask text-based questions and teach students how to refer back to the text to gather evidence. Encourage students to use text-dependent questions during discussions.

Text evidence

- Based on Conley's 4 intellectual standards – a rough basis for an ELA curriculum in the 21st Century:
 - Students would resolve conflicting viewpoints as they argued and made inferences about the characters and life issues in *Green Eggs and Ham*, the *Ramona Quimby* books, Wiesel's *Night*, or current events articles from *TIME for Kids* or *Newsweek*.

Shift #5: Writing From Sources

- Rationale: Students need to learn how to gather evidence to marshal an argument, using multiple sources.
- Implications for Instruction: Students need to do purposeful writing that requires text evidence. Short, focused research, using multiple texts, needs to be a staple in a unit.

Writing from sources

- We don't learn to read well by being taught reading skills. We learn to read well by reading a lot for meaning: to analyze or support arguments, to arrive at our own opinions as we make inferences or attempt to solve problems. (Schmoker, 2011) p. 107

Shift #6: Academic Vocabulary

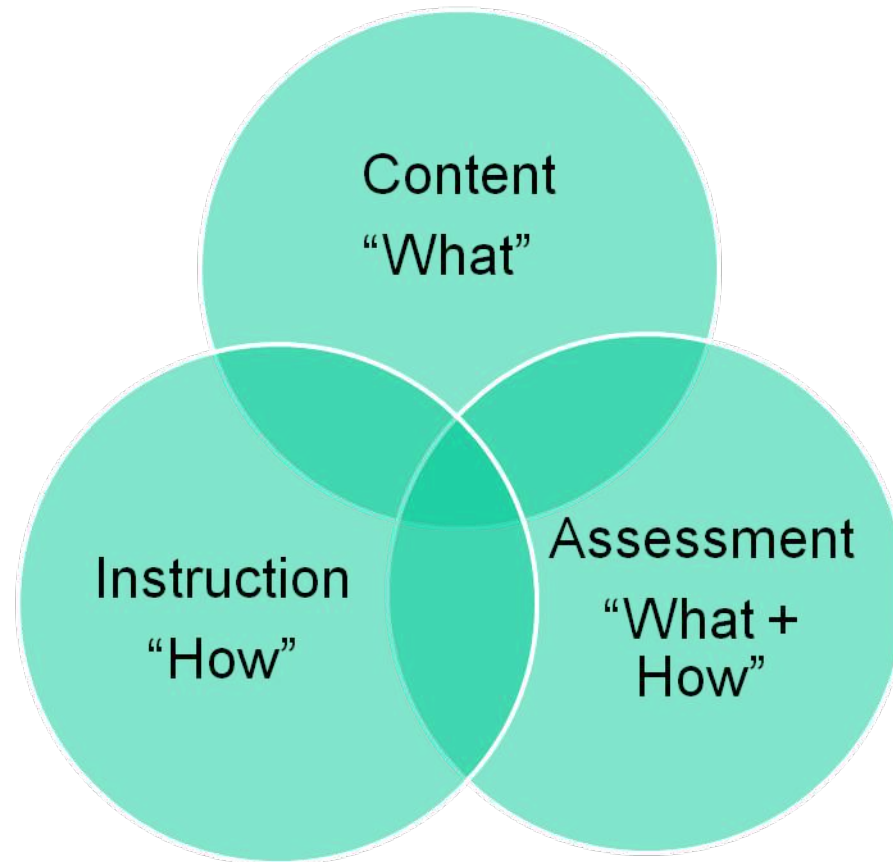
- Rationale: Teachers need to spend more time on academic vocabulary (Tier 2).
- Implications for Instruction: Tier 2 vocabulary (or academic vocabulary) exposes students to multi-meaning words that transcend all content areas. Tier 3 vocabulary is domain or discipline-specific and should be encountered in the content-area classroom in an authentic context.

Pinwheel Discussions: Texts in Conversation



- <https://www.teachingchannel.org/videos/high-school-literature-lesson-plan>
 - Sarah Wessling Brown – National Teacher of the year, 2010
 - Which “shifts” are evident in this lesson?
 - Debrief/share whole group

What do the Shifts signify?





Advantages to Common Core State Standards

- Although the Standards are divided into Reading, Writing, Speaking and Listening, the processes of communication are closely connected.
 - Writing standard 9 requires that students be able to write about what they read.
 - Speaking and Listening standard 4 sets the expectation that students will share findings from their research.
- **The benefits of an integrated literacy approach –all DE educators have a *shared responsibility for literacy instruction, regardless of discipline or content area.***

CCSS Foundations of English Language Arts Discipline

- English Language arts is an ***integrated discipline*** and even though represented in standards as four distinct areas these should be taught in ***rich, authentic learning contexts*** (CCSS, p. 4)
- The concept of ***what it means*** to be literate is constantly ***changing*** and the ***process*** of becoming literate occurs over an entire lifetime (CCSS, p. 4)
- ***Critical thinking*** and problem solving, ***communication, collaboration,*** and ***creativity*** are ***essential*** attributes of being college and career ready (CCSS, p. 7)
- Learning is a ***social*** event requiring ***diversity of texts,*** multiple ***language uses,*** and sharing of ***multiple perspectives*** in order to explore and analyze the world (CCSS, p. 7)

Integrated Model of Literacy

- Approaching literacy from an integrated perspective...
 - Instruction focuses on making the common structures and processes across text visible to students
 - By knowing text patterns, students can build common, shared understandings about how text works.
 - (Englert & Mariage, 1991)

Integrated Model of Literacy

- An integrated model of literacy gives students the opportunity to find logical and purposeful connections among texts using reading skills and strategies.
- An important feature of the ELA Common Core State Standards is the representation of reading comprehension skills in a **similar manner across informational text and literature**
 - (Liebling & Meltzer, 2011)

That was then...this is now.

- Literary Unit
 - Story Map
 - Predictions
 - Author's Purpose
 - Writer's Workshop – Narrative
- Informational Unit
- Research Unit
- Theme/Unit
 - Text Structures for both literary and informational
 - Gather evidence for both literary and informational
 - Author's purpose/perspective both
 - Writer's workshop that includes both opinion or informational and narrative writing
 - Integrated research

Sample Integrated Year-Long Model

SAMPLE INTEGRATED YEAR-LONG MODEL

Units	Reading	Writing	Research	Speaking & Listening
1	Reading Complex Text (RL/RI1-10) Short and Extended Texts <ul style="list-style-type: none"> Literary Informational 	Writing about texts (W1-2, 4-6,9-10) <ul style="list-style-type: none"> Routine Analysis (Inform/Argument) Narrative – Convey Experiences (W3-6, 9-10)	Short-focused research Extended research (W7-9, RL/RI1-10)	<ul style="list-style-type: none"> Listen to garner information from sources Collaborate Present Findings (SL1-6)
2	Reading Complex Text (RL/RI1-10) Short and Extended Texts <ul style="list-style-type: none"> Literary Informational 	Writing about texts (W1-2, 4-6,9-10) <ul style="list-style-type: none"> Routine Analysis (Inform/Argument) Narrative – Convey Experiences (W3-6, 9-10)	Short-focused Extended (W7-9, RL/RI1-10)	<ul style="list-style-type: none"> Listen to garner information from sources Collaborate Present Findings (SL1-6)
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Language: Vocabulary, Grammar, and Conventions (L1-6)
 Reading Foundational Skills K-5 (RF1-4)
 Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (H/SS1-10; S/T1-10; W1-2)

Teach these standards in connection with reading, writing, research, listening and speaking.

Smarter Balanced Consortium (SBAC) Claims

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
3. Students can employ effective speaking and listening skills for a range of purposes and audiences.
4. Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

What is Rigor?

Rigor is NOT	Rigor IS
<ul style="list-style-type: none">•A special program or curriculum for select students•About severity or hardship•About back-to-basics•About higher-order thinking•A measure of quantity of content to be covered	<ul style="list-style-type: none">•Rigor is the goal of helping students develop the capacity to understand content that is <i>complex, ambiguous, provocative, and personally or emotionally challenging.</i>•Students need to <i>productively</i> struggle.

*From Teaching What Matters Most:
Standards and Strategies for Raising
Student Achievement by
Richard W. Strong, Harvey F. Silver
and Matthew J. Perini, ASCD, 2001*



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