

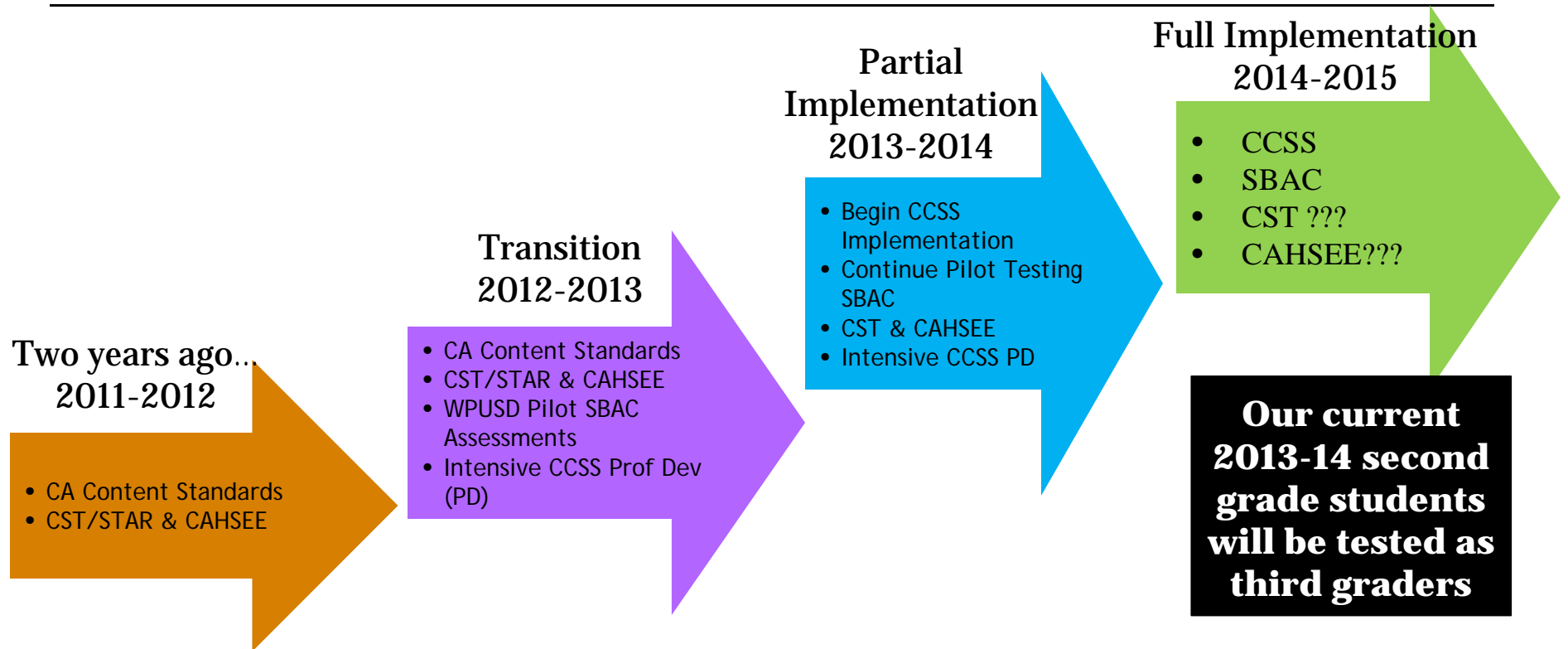
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Western Placer Unified School District  
Common Core State Standards ~  
Literacy! It's More than Just ELA...

Mary Boyle, Deputy Supt Educational Services

September 17, 2013

# California & WPUSD's Transition to the Common Core





# Common Core State Standards – 2013/14 Board & Community Outreach

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## □ Series of CCSS Informational Board Presentations

- August – CCSS Overview, History/Myths & Progress Check
- September – CCSS Literacy ~ Is it Just for English/Language Arts?
- October – CCSS Mathematics ~ What’s the Difference?
- November ~ SPSA’s (Single Plans for Student Achievement) & LCAP (Local Control Accountability Plan)
- January ~ SBAC (Smarter Balanced Assessment Consortium) Assessment & Preparation
- March ~ Accountability ~ What About NCLB, AYP, API, & PI??
- May ~ Report on Progress/Next Steps

## □ CCSS Information at Site Levels

- Back to School Night & Open House Information
- Parent Information Brochures
- Posters – DOK Levels; Close Reading Strategies

## □ Website Information



# Strengths of the New Common Core

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- Focus on **Literacy and Mathematics across ALL content areas**
- Aligned with expectations for **College and Career Readiness**
- Developed to provide **consistency** from state to state
- Include content understanding requiring **deep thinking and complex solutions** on the parts of **students** in response to **complex questioning** on the parts of **teachers**
- For California: more of a shift in **how we teach** and **what** we expect students to do ~ students develop **Habits of Mind (HOM)** as they approach problems/questions



# Focus on CCSS for Literacy

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## SIX SHIFTS IN LITERACY INSTRUCTION

Increase in Nonfiction (Informational) Texts

Content Area Literacy in Science, Social Studies,  
Technical Subjects

Increase Complexity of Texts

Focus on Text-Based Questions

Writing Arguments with Text Based Support

Focus on Academic Vocabulary

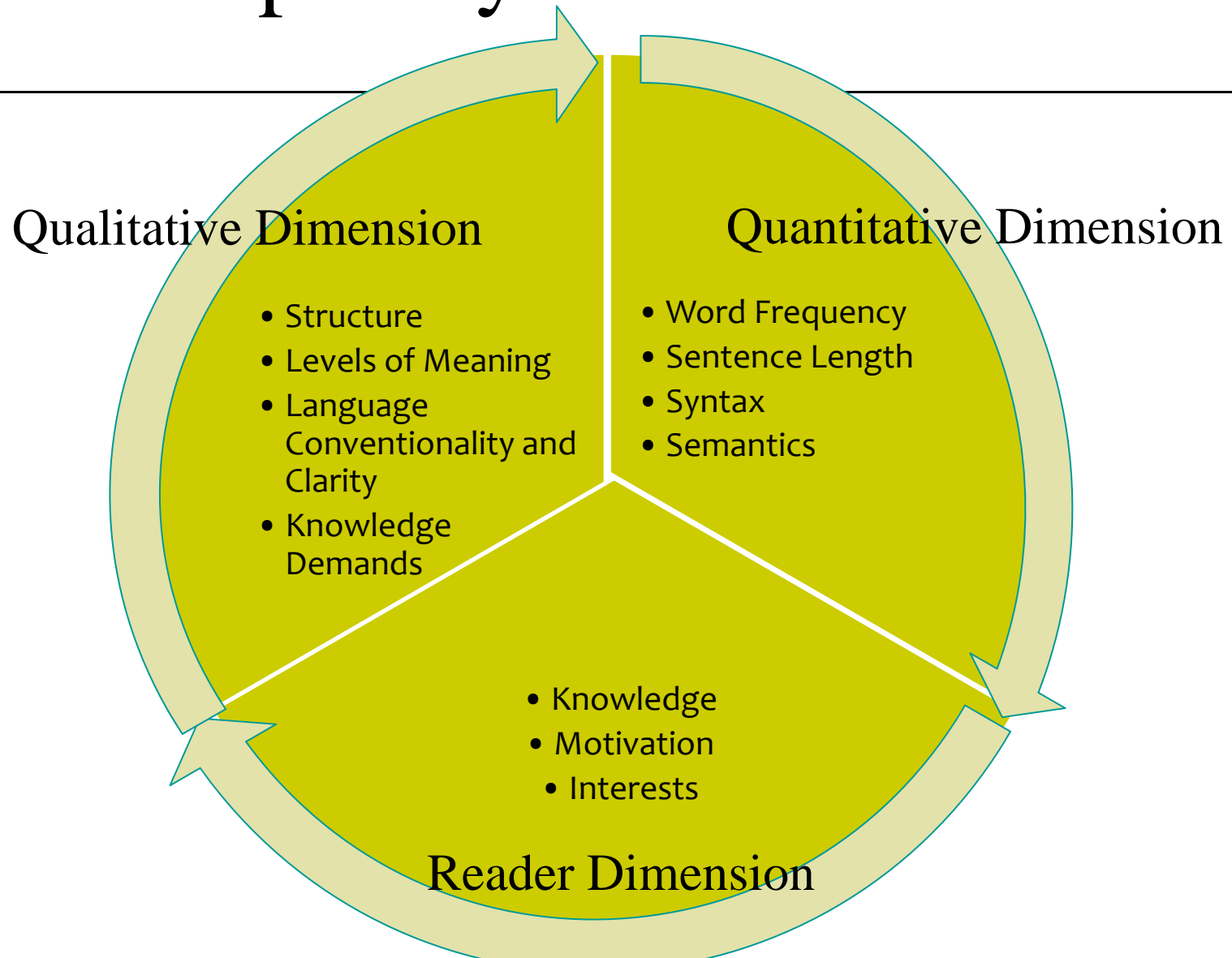


# Areas of CCSS Literacy Emphasis

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1. **Focus on Increased Text Complexity**
2. Emphasis on Reading and Writing Across the Curriculum
3. Emphasis on Informational Text
4. Emphasis: Collaborative Conversations Using Academic Vocabulary  
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# Text Complexity – 3 Measures



# Text Complexity

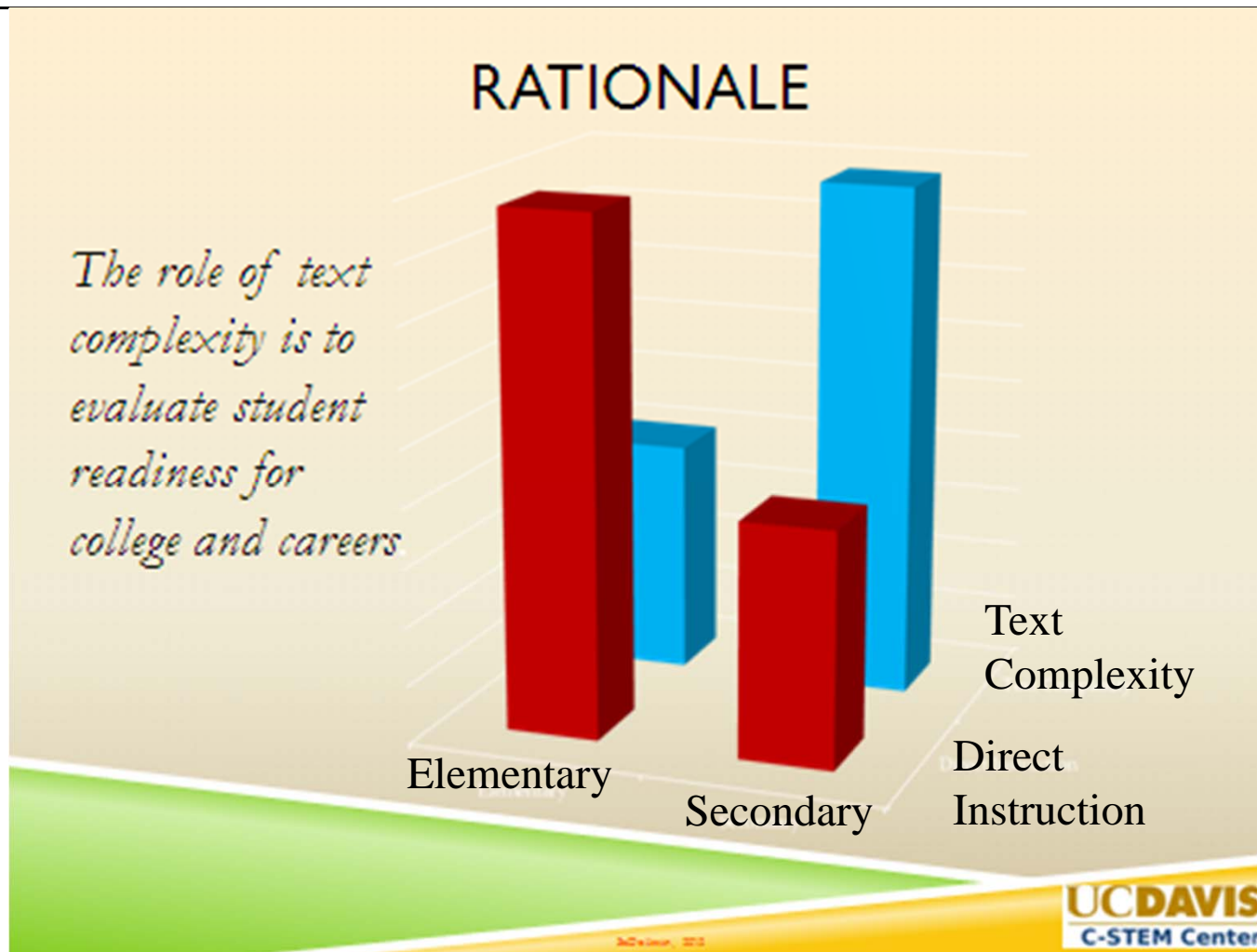
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- At all grade levels, students work to comprehend & draw inferences
  - Harry Potter; War & Peace
- Add weight to the bar!
  - Mix linguistically complex text with use of simpler metaphorical text at upper grades
    - Hamlet; A Tale of Two Cities
    - Of Mice & Men; Old Man & the Sea





# Text Complexity Rationale



# Text Complexity Grade Bands and Associated Lexile Ranges

	<b>Flesch-Kincaid (Grade Level - CCSS)</b>	<b>Lexile Framework (Old) New CCSS</b>
Grades 2/3	1.98 – 5.34	(450-725) 450 - 820
Grades 4/5	4.51 – 7.73	(645 – 845) 740 - 1010
Grades 6/8	6.51 – 10.34	(860 – 1010) 925 - 1185
Grades 9/10	8.32 – 12.12	(960 – 1115) 1050 - 1335
Grades 11/CCR	10.34 – 14.2	(1070 – 1220) 1185 - 1385

<http://www.lexile.com/analyzer/>

CCSS requires 12th graders to read 2 years above previous requirements!

- Essential to require/utilize/teach more challenging text!
- Importance of TEACHER to mediate complex and challenging text ~ scaffold, explain, teach, discuss!



# Text Complexity Comparison (handout)

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From The Old Man and the Sea – by Ernest Hemmingway

Description of the old man:

The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They were as old as erosions in a fishless desert.

From A Tale of Two Cities – by Charles Dickens

Description of Charles Darcey (page 67):

The object of all this staring and blaring was a young man of about five-and-twenty, well-grown and well-looking, with a sunburnt cheek and a dark eye. His condition was that of a young gentleman. He was plainly dressed in black, or very dark gray, and his hair, which was long and dark, was gathered in a ribbon at the back of his neck; more to be out of his way than for ornament. As an emotion of the mind will express itself through any covering of the body, so the paleness with which his situation engendered came through the brown upon his cheek, showing the soul to be stronger than the sun.

# Lexile Analysis

Source	Lexile Measure	Mean Sentence Length	Mean Log Word Frequency	Word Count
<b>Old Man and the Sea Excerpt</b>	950 CCSS: Grades ~ ____	15.8	3.68	79
<b>A Tale of Two Cities Excerpt</b>	1150 CCSS: Grades ~ ____	22.40	3.83	112



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# Reading/Writing Across Curriculum

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- **Knowledge:** exhibit previously learned material ~ math, sciences, social studies, tech
- **Comprehension:** demonstrate understanding by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.
- **Application:** solving problems by applying acquired knowledge, facts, techniques, and rules in a different way



# Reading/Writing Across Curriculum

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- **Analysis:** examine and break information into parts; make inferences and find evidence to support generalizations ~ USE the text!
- **Synthesis:** compile information in a new pattern or propose alternative solutions
- **Evaluation:** present and defend opinions



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# Emphasis on Informational Text

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Distribution of Literature and Informational Passages by Grade in the 2009 NAEP (National Assessment of Educational Progress) Reading Framework

<b>GRADE</b>	<b>LITERATURE</b>	<b>INFORMATION</b>
4	50%	50%
8	45%	55%
12	30%	70%

But remember, reading is ACROSS the curriculum – ALL subject areas – science, social sciences, mathematics, technical subjects require MORE reading by grade 12 and contribute to the 70% of info text!

# Emphasis on Informational Text

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Narrative

EXPLORATION OF HUMAN CONDITIONS



Literacy (read) Connection



Expository

(write)

Persuasive

History/Social Sciences

Math & Sciences

Technical Subjects



Task

RESPONSE THROUGH REAL WORLD APPLICATIONS (DOK 3/4)



# Areas of CCSS Literacy Emphasis

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# Emphasis on Text-Based Collaborative Conversations

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- Reading....talking....listening....note-taking....writing
- Speaking & Listening standards call for ability to engage in rich discussions, using academic vocabulary! Improves writing!
- Tiered vocabulary –
  - Tier I – Conversational English (general – “dig”)
  - Tier II – Formal English (more specialized – “excavate” “dredge”)
  - Tier III – Academic English (highly specialized – not transferable “exhume”)



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# Depth of Knowledge (DOK)

Based on Work of Norman Webb – University of Wisconsin

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<b>DOK Level</b>	<b>Descriptive Task</b>
1	Recall ~ facts, definitions, details; one right answer
2	Skills/Concepts ~ application of skills/concepts; explaining why; making decisions; cause/effect; main idea
3	Strategic Thinking ~ reasoning & planning; complex thinking; drawing conclusions; multiple answers
4	Extended Thinking ~ multiple-step investigations with extended real world applications to new situations; innovations

# Depth of Knowledge in Action - ELA

Example from Grade 10 Russell Freedman's "The Voice that Challenged a Nation"




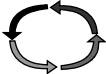
Task	Thinking
Who was the central figure in the text? (Marion Anderson)	Recall (DOK 1)
How does the weather/Lincoln Memorial setting add to the scene? (bleak; angry controversy; racial prejudice/justice...)	Skills/Concepts (DOK 2)
Research Secretary of the Interior Harold L. Ickes ~ explain the relevance of his providing the introduction....	Strategic Thinking (DOK 3)
Research a current figure who has "challenged a nation" and compare that person's actions /impact to .....how might history have changed without....	Extended Thinking (DOK 4)

# CCSS HOTS: Higher Order Thinking Skills

## All content area teachers:

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□ Use “iconic teaching” to develop **HOTS**:

-  Details
-  Vocabulary of the Discipline
-  Trends
-  Multiple Perspectives
-  Big Ideas
-  Ethical Dilemmas
-  Patterns
-  Changes Over Time
-  Inter-Disciplinary Relationships
-  Rules



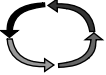
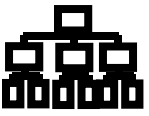


# CCSS HOTS: Higher Order Thinking Skills

## All content area teachers:

---

### □ Use “iconic teaching” to develop **HOTS**:

-  Big Ideas ~ Describe ways in which Picasso used his imagination... (DOK2 - Grade 3)
-  Ethical Dilemmas ~ To what degree was the success or failure of each group of boys attributable to the leadership style of each of Ralph and Jack... (DOK 3 - Grade 8 - Lord of Flies)
-  Changes Over Time ~ (How did Picasso's style of painting change over the years and what factors contributed to the change... (DOK3)
-  Rules ~ Compare/contrast the stranded boys' attempt at self-governance with the development of the new U.S. govt in 1774 - 76 (DOK 3)



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## *CCSS Habits of Mind (HOM) ~ ELA//Literacy Capacities*

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- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically
- Understand other cultures and perspectives



## CCSS Habits of Mind ~

### All content area teachers:

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- Design deeper learning environments where students develop **Habits of Mind**
  - Lead high-level, text-based discussions
  - Focus on the process, not just content
  - Create assignments for real audiences and with real purposes
  - Teach argument (logic/reasoning), not just persuasion (emotion)
  - Increase text complexity~use challenging text!



## Common Core State Standards – So what does this look like in the classroom?

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- Deeper questioning techniques - **teachers**
- More complex assignments/projects with real-life applications/use of academic language - **teachers**
- More use of textbooks, high-level novels, & challenge of student answers - **teachers**
- Defense of answers showing greater understanding of concepts & detailed evidence from text - **students**
- More writing, research-based & project-based learning & use of academic language– **students**
- More use of technology – **students**



## Common Core State Standards – So what does this look like in the classroom?

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- Intentionally sequence instructional strategies to progressively engage students in **Habits:**
  - Think, Pair-Share (or Think, Write, Pair-Share)
  - Show/model “thinking” in classrooms
  - Practice questioning and wait time
  - Group students and use engaging problems
  - Use deep questions and prompts with student groups
  - Allow struggle time; require evidential responses
  - Encourage/model logical reasoning

*Our CCSS road to success is clear!*

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