

Secondary Administrators and Teachers: Promises and Challenges of the Common Core State Standards

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The vision...



Themes for today...

- Engage students in meaningful units of study – variety of sources of information, varied formats, varied levels of conceptual difficulty and text complexity
- Guide them in “receiving complex texts” – being able to summarize author’s ideas
 - Use knowledge of external text features and internal text organization
 - Identify major ideas, claims and evidence
 - Assess informally their tools in “receiving” authored texts

A quick overview

- What do we know?
 - Purpose?
 - Changes from current IN state standards?
 - Documents to support us?
 - Questions to consider?
 - How secondary administrators and teachers can lead?
 - What resources and people are available?

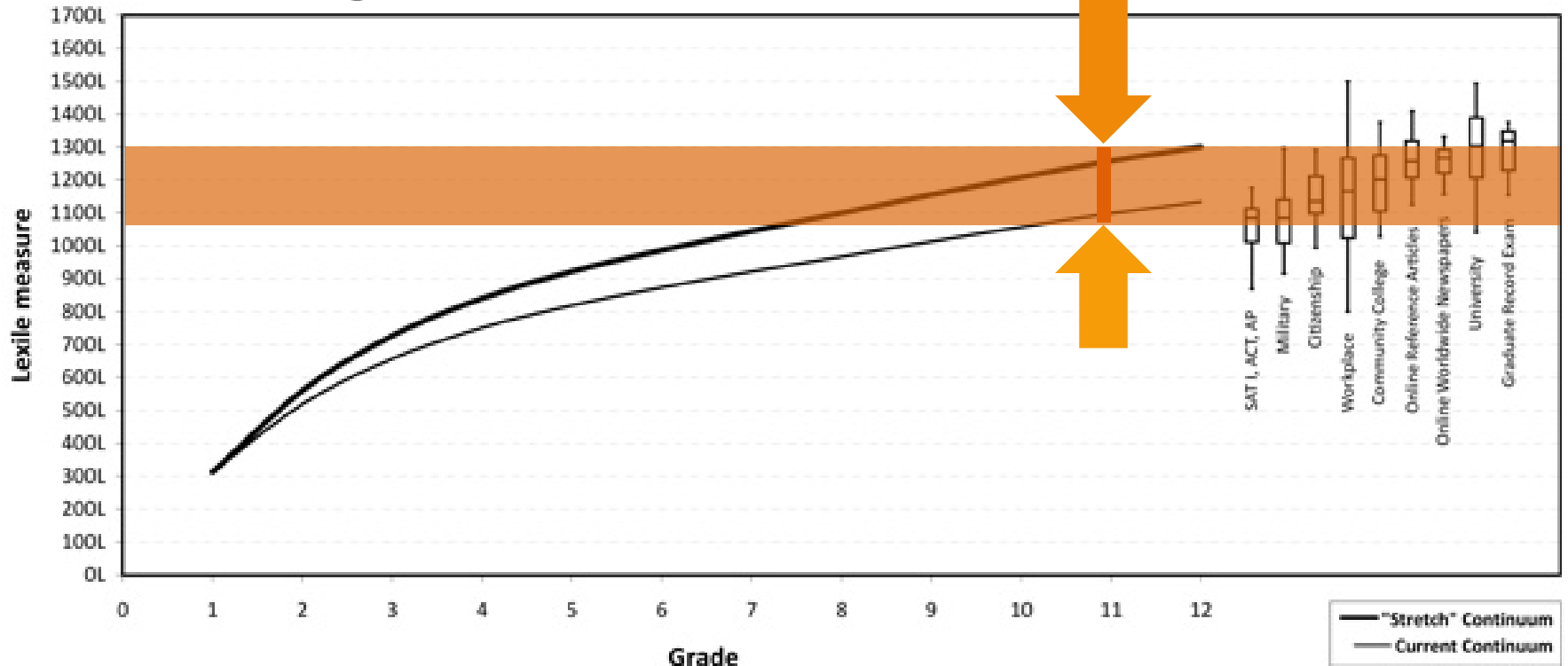
Resources

- CCSS at www.corestandards.org
- PARCC (Partnership for Assessment of Readiness for College and Careers) www.parcconline.org
- David Coleman webinar “Bringing the Common Core to Life”
<http://nsny.nysed.gov/rttt/resources/bringing-the-common-core-to-life.html>
- <http://www.doe.in.gov/commoncore/transition>

Building the Foundation for 2014-15

- Nationally a third of all students have to take remedial courses when they get to college; businesses also require nearly same levels of literacy and oracy (problem-solving, team work, communication)
- Many state assessments don't require sufficient levels of literacy to monitor growth to college and career ready levels

Why text complexity? The gap for college and career readiness



Jack Stenner's (lexile guy) depiction of the 200 lexile gap

From P.David Person

Language Arts Areas in CCSS

- Reading
 - Literature K-5
 - Informational Text K-5
 - Literature 6-12
 - Informational Text 6-12 (social studies, science and technical subjects)
- Speaking and Listening
- Writing
- Language

Anchor Standards for Reading

- 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.
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity
 10. Read and comprehend complex literary and informational texts independently and proficiently.

Common core standards

Grades 9–10 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Common core standards

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Shift in materials to 70% informational by 12th grade

- 8th grade 55% informational; 45% literary
- 4th grade 50% informational-50% fictional

Assessment of comprehension through writing

- PARCC consortium plans to monitor how “college and career ready” students are at each grade, 3-12
- Quarterly assessments for reading for each grade are planned

Example: Grade 4, first quarter: read informational text and write an explanatory essay; third quarter adds oral communication; final assessment will be comparing and contrasting texts.

- Assessment will include engaging in research and using a set of documents to create an informative report and present findings orally.
- Writing assessments will focus on informational writing and argumentation

Good news ...and Challenges

- More focus on informational reading and literacy in the content areas
 - Challenge for reading and English teachers who focus on fiction; Challenge for content teachers to provide instruction on careful reading in their discipline
- More focus on close reading: reading is more than the sum of its parts – comprehension counts
 - Challenge in keeping text central and less focus on skills and “text to self” discussion and writing.

- Focus on reading widely in challenging texts to build background knowledge and reading capacity.
 - We know academic vocabulary and depth of world knowledge are critical to comprehension.
 - **Challenge** is to prioritize actual reading and discussion of content using academic vocabulary
- Focus on using multiple forms of texts including electronic and multi-media texts
 - Students are motivated by these formats and accessibility of information (NASA, YouTube, etc.)
 - Assessments will be delivered on computers
 - **Challenge** is providing computer access and managing the use of electronic information

- Focus on developing academic vocabulary
 - Good resources for vocabulary development are available; teachers can read to students about the evolving nature of language and words; the more students know about how words are formed the more power they have to unlock language.
 - The **challenge** is to actually implement regular vocabulary instruction (with focus on morphology) and provide time for students to use the terms regularly, both orally and in writing.

Background knowledge and vocabulary play a critical part in a person's ability to communicate within a culture and learn the information considered important.

- Focus on reading to determine author point of view and argument; note supporting reasons and information
 - Many teachers don't ask students to analyze texts
 - **Challenge** is to develop students' independence in reading closely, like "detectives" and "lawyers"
- Focus on reading across several texts, forming one's own point of view and writing an argumentative essay supporting one's own point of view and referencing the conflicting one/s
 - Most teachers focus on a single text
 - The **Challenge** is to read across several texts and analyze arguments and evidence









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Latest News

Crew Members Prep for Undocking, Future Arrivals



Image above: Expedition 22 Flight Engineer Soichi Noguchi performs maintenance on the cooling loops in the U.S. spacesuits housed in the International Space Station's Quest airlock. Credit: NASA TV

Soaring high over the Earth in the International Space Station, the astronauts and cosmonauts of the Expedition 22 crew began a new week Monday, the final week in space for two of their number.

Commander Jeff Williams and Flight Engineer Maxim Suraev will depart the station Thursday aboard the Soyuz TMA-16 spacecraft. They will undock from the orbiting complex and take a three-and-a-half-hour ride that will culminate in a parachute-assisted landing on the steppe of Kazakhstan early that morning.

Who's on the Station Now?

- Jeff Williams
- Maxim Suraev
- Oleg Kotov
- T.J. Creamer
- Soichi Noguchi

Interactive Features



Station Spacewalk Game

Experience the thrill of conducting repair work on the International Space Station! As an astronaut, can you complete each of four spacewalks to help install a new solar array?



View NASA Photosynths

NASA and Microsoft have released an interactive, 3-D photographic collection of internal and external views of the International Space Station and a model of the next Mars rover using Microsoft's Photosynth technology.



Do You Know Where Your Space Station?

Text analysis frame: Federalist Paper #10

Major argument: The union needs to control the violence of faction...

First option:
Remove the causes by
1.
Results are...
2.
Results are...

Second option:
Control the effects by
1.
2.

Problems with pure
democracy

Limitations....

Argument for a republic

1.
2.
3.

Conclusion:

- Reflections and Questions

- Turn to a partner and share one idea you want to pursue

- Make a note of one or two questions you want answered later today

- Thank you for taking this move to CCSS seriously and creating a vision for your schools

Resources for CCSS implementation

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