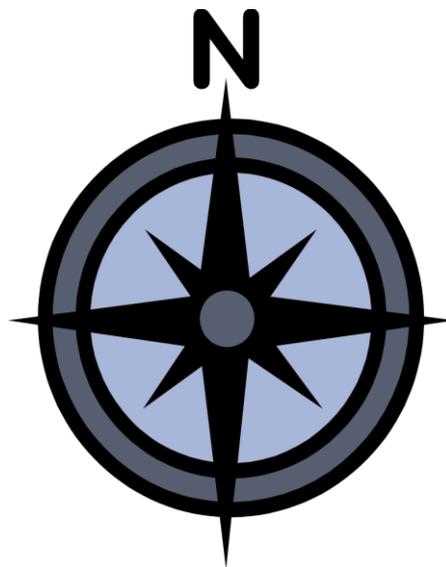


# **LEADING THE WAY WITH THE COMMON CORE ELA STANDARDS:**



**Where are We Going  
and  
How will We Get There?**

Developed and presented by:  
**Dr. Nancy Boyles**  
Graduate Reading Program Coordinator  
Southern Connecticut State University  
Boylesn1@southernct.edu

## LEADING THE WAY WITH THE COMMON CORE ELA STANDARDS: WHERE ARE WE GOING, AND HOW WILL WE GET THERE?

(outline of the session)

### Overarching goal for higher ed

- Essential knowledge and skills for ITP (all initial teacher prep) candidates
- Essential knowledge and skills for ADV candidates (reading specialists/consultants; administrators)

### Status check: Getting past “Common Core 101”

- Beyond *why* and how we got here
- Beyond the complaining. . . .
- Embracing the reality
- The importance of leading (rather than following)

### Goals of the session

- *Who* needs to know *what*?
- Essential ELA knowledge for CT educators
- Mapping a route to get there
- Making it happen: What will it take?

### Who needs to know *what*?

- What’s basic for ALL ITP candidates (for typical learners, students with special needs, CLD students, considerations for primary grades)?
- What’s important (beyond the basics) for ADV candidates? (Reading, Ed Leadership)
- What’s critical at the community college level and for faculty and students in foundational courses at four-year institutions?

### What’s basic for ALL ITP candidates (and all candidates at the beginning of their ADV journey)?

- The standards themselves: *What* we teach
- The concept of text complexity: What we teach *with*
- Performance (and other) tasks: How we *measure* what we teach
- Scaffolding instruction: *How* we teach
- Considerations for various populations

### The standards themselves: *What* we teach

- Seven ELA domains; one BIG focus
- Getting a grip: Anchor standards and yearly benchmarks
- Shifting gears: We’re not in Kansas (or CMT/CAPT land) anymore

### The concept of text complexity: *What* we teach *with*

- The three elements of text complexity
- Understanding lexiles—and their implications
- Qualitative features of text: Knowing what to look for
- Accessing short, complex text: Knowing where to look

### **Performance (and other) tasks: How we *measure* what we teach**

- Taking our cues from SBAC
- A few exemplar SR and CR responses
- What a performance task is *not*
- Deconstructing SBAC performance tasks

### **Scaffolding instruction: *How* we teach**

- Keep your eye on the end game: College & Career Readiness
- “Close reading” as the key to getting there
- Pedagogy then and now: Supporting students before, during, and after reading
- Teaching for student *independence*: Instructional shifts to promote optimal literacy performance
- Teaching to the needs of *all* learners

### **Beyond the basics**

- What advanced candidates need to consider
- What Arts and Sciences faculty need to consider

### **Mapping a route to get there: Key considerations**

- Determining *where* in an ITP/ADV program (within specific courses), Common Core knowledge and skills will be infused; should be a continuum of knowledge and skills; should address four key areas: standards, text complexity, tasks, scaffolding
- Determining how faculty will acquire the knowledge *they* need in all four key areas to guide their candidates
- Setting expectations: Support *and* individual initiative
- Monitoring progress
- Initiating (and sustaining) a conversation across units within an institution: integrating the needs of teacher prep programs with students’ capacity to meet CCR levels of performance in their college courses (science, history, English, etc.)

### **Wrap-up and questions**

## USEFUL INFORMATION ABOUT THE STANDARDS THEMSELVES

### The basics

- Start with the standards themselves
- Use the appendices—but with caution
- Understand the “staircase” notion
- Understand how the Common Core “spins” standards differently

### COLLEGE & CAREER READINESS STANDARDS FOR READING

<b>Key Ideas and Details</b>	
<b>1</b>	Read and closely 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.
<b>2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
<b>3</b>	Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.
<b>Craft and Structure</b>	
<b>4</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
<b>5</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
<b>6</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b>	
<b>7</b>	Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation
<b>8</b>	Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims. (nonfiction)
<b>9</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (C1: text-to-text)
<b>Range and Level of Text Complexity</b>	
<b>10</b>	Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and when useful, rereading.

## USEFUL INFORMATION ABOUT TEXT COMPLEXITY

### THE BASICS

Three components:

- Qualitative
- Quantitative
- Context and task

Information about text complexity is included in **Appendix A**

Exemplar complex texts are cited in **Appendix B**

### GRASPING THE SIGNIFICANCE OF THESE CHANGES

#### SBAC (Revised 2012)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
<b>K-1</b>	N/A	N/A
<b>2-3</b>	450–725	420–820
<b>4-5</b>	645–845	740– <b>1010</b>
<b>6-8</b>	860– <b>1010</b>	925–1185
<b>9-10</b>	960–1115	1050–1335
<b>11-CCR</b>	1070– <b>1220</b>	1185– <b>1385</b>

#### Smarter Balanced 2012

GRADE	WORD COUNT	LEXILE RANGE
<b>2</b>	<b>200-300</b>	<b>350-500</b>
<b>3</b>	<b>300-650</b>	<b>480-700</b>
<b>4</b>	<b>450-750</b>	<b>620-820</b>
<b>5</b>	<b>450-750</b>	<b>760-910</b>
<b>6</b>	<b>650-950</b>	<b>870-1000</b>
<b>7</b>	<b>650-950</b>	<b>940-1070</b>
<b>8</b>	<b>650-950</b>	<b>1010-1100</b>
<b>9</b>	<b>800-1,100</b>	<b>1070-1120</b>
<b>10</b>	<b>800-1,100</b>	<b>1120-1200</b>

## USEFUL INFORMATION ABOUT SBAC

### Helpful websites

- For general information about SBAC:  
<http://www.smarterbalanced.org/>
- For information about the ALDs (Achievement Level Descriptors) for all grades  
<http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness/>
- For sample SBAC items:  
<http://sampleitems.smarterbalanced.org>

### SBAC will measure learning in 4 ways:

- Selected response (multiple choice) (SR)
  - 1-2 minutes per response; 1 point
- Constructed response (open ended) (CR)
  - 5-10 minutes; 2 points or 3 points
- Technology-enhanced items (TE)
- Performance tasks (PT)
  - Grades 3-8: 105 minutes (35 + 70) (approx. 20 points)
  - 120 minutes: 120 minutes (50 + 70)
  - Often include speeches and “Full Writes”—narrative, informative, argument (4 points)

### What is a performance task?

- Performance tasks challenge students to apply their knowledge and skills to respond to complex, real-world problems.
- They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario.
- These activities are meant to measure capacities such as depth of understanding, writing and research skills and complex analysis, which cannot be adequately assessed with traditional assessment questions.
- The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete.

## USEFUL INFORMATION ABOUT COMMON CORE ALIGNED INSTRUCTION

### The Basics

The Common Core does not prescribe a particular teaching methodology. But it is important to remember that the goal is student independence with complex text. With that in mind, some instructional shifts will be necessary. We can hardly expect different results if we continue down the same instructional path. A few key terms and concepts in this regard are:

#### Close reading

Close, analytic reading stresses examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

~PARCC Framework

#### Text-dependent questions

Questions that require evidence from the text in order for students to respond; should represent a line of questions that move students deeper into text and into the mind of the author (rather than using the text simply as a launching point for their personal connections)

#### More informational text

Grades 3-5: 50/50; Grades 6-8: 55/45; Grades 9-12: 70/30. This is stirring up increasing controversy. . . .

#### Limited scaffolding before reading—and other shifts during and after reading

Also stirring up some controversy; need to remember that we are aiming for independence not learned helplessness. See below for other instructional implications:

### Instructional implications for the Common Core

Pre-CCSS	CCSS
<ul style="list-style-type: none"> <li>■ <u>ALL</u> comprehension instruction was very focused: theme, summary, etc.</li> <li>■ <u>Big</u> prereading component</li> <li>■ Not as much second or third reading to dig deeper</li> <li>■ Lots of personal connections</li> </ul>	<ul style="list-style-type: none"> <li>■ The first reading is intended to be more <u>general</u>; how much meaning can you make the <i>first</i> time?</li> <li>■ Significantly reduced pre-reading component</li> <li>■ Rereading to dig deeper—with <u>focus</u></li> <li>■ <u>EVERYTHING</u> is text-based—not about personal connections</li> </ul>

## **“TO DO” LIST FOR UNIVERSITY FACULTY**

### **SUPPORTING INITIAL PREP AND ADVANCED CANDIDATES**

#### **Standards**

- Know the standards.
- Communicate standards-based insights and shifts to candidates
- Support candidates by helping them to link knowledge of the standards to classroom practice

#### **Text complexity**

- Help candidates make sense of each element of complexity (qualitative, quantitative context/task), and the interaction between the three elements
- Help candidates learn to build students’ capacity for increasingly complex text (keeping in mind implications for foundational ELA standards)
- Help candidates access short, complex (informational) texts

#### **Assessment**

- Check the SBAC site frequently for updates (things change/are added)—and share
- Provide robust writing course or significant portion of L A course that teaches candidates how to address all 3 writing formats at all grade level
- Teach questioning strategies aligned with DOK (depth of knowledge)

#### **Instruction**

- Understand the important instructional shifts and communicate them to candidates
- Teach candidates strategies for helping students to read closely
- Require (some) lesson planning to demonstrate skillful scaffolding for close reading of complex texts

### **ADDITIONAL NEEDS FOR ADVANCED CANDIDATES**

#### **Reading**

- Coaching teachers toward Common Core implementation
- Assessing students and determining interventions aligned with Common Core
- Writing and revising curriculum

#### **Educational Leadership**

- Recognizing staff needs and providing relevant PD
- Observing and evaluating literacy instruction based on knowledge of the Common Core

### **WHAT ARTS & SCIENCES FACULTY NEED TO CONSIDER**

- You will help us answer the question: *Are we there yet?* (requires deep understanding of the expectations of each standard at the CCR level)
- Communicate with SOE unit faculty about standards that need more attention: What standards do candidates need to learn about in order to remediate these areas of need?

## CONSIDERATIONS FOR CRAFTING AN ACTION PLAN

- Determine *where* in an ITP/ADV program (within specific courses), Common Core knowledge and skills will be infused; should be a continuum of knowledge and skills; should address four key areas: standards, text complexity, assessment, scaffolding
- Determine how faculty will acquire the knowledge *they* need in all four key areas to guide candidates
- Set expectations: Support *and* individual initiative
- Monitor progress
- Initiate (and sustain) a conversation across units within an institution: integrating the needs of teacher prep programs with students' capacity to meet CCR levels of performance in their college courses (science, history, English, etc.)

### WHO will—

- Determine where CCSS will be infused in ITP/ADV courses and programs?
- Determine how faculty will be trained—and what that training will be?
- Set expectations?
- And monitor progress?
- Initiate and sustain a conversation among units?

**BUILDING KNOWLEDGE AND SKILLS RELATED TO THE COMMON CORE  
STATE STANDARDS IN ENGLISH LANGUAGE ARTS WITHIN CONNECTICUT  
COLLEGES AND UNIVERSITIES**

The chart below is a draft of a possible scope and sequence for developing candidates' knowledge and skills related to the ELA Common Core State Standards at Initial Teacher Preparation (ITP) and Advanced preparation (ADV) levels. Note that there should be academic expectations at the advanced level beyond just graduate reading programs, especially for aspiring administrators, since all educators will need to be skilled in literacy instruction and assessment as it is impacted by the Common Core in their discipline.

There are four critical components of the ELA standards that candidates need to understand and incorporate meaningfully into P-12 classrooms: the standards themselves (*what* we teach); text complexity (what we teach *with*; performance (and other) tasks (how we *measure* what we teach); and instructional scaffolding (*how* we teach)

Each of these components should be introduced early in the program and reinforced in later courses through continued application to various aspects of literacy. Given the expectation of CSDE that district literacy curriculum will be fully aligned to the Common Core in 2013-2014, and that Connecticut students in P-12 schools will take the new assessment in 2014-2015, it is important that we take on a leadership role now to guide our candidates toward a solid understanding of the Common Core as well as toward best practices in the implementation of these standards. Expertise, input, and commitment from each of us will be essential in order to meet this goal.

	Knowledge of Standards*	Knowledge of Text Complexity	Knowledge of Common Core tasks including performance tasks	Applying skills to Instruction & Assessment	Possible New or Adjusted Course Assignments
<b>Course that includes (ITP), or focuses on (ADV):</b>  <b>EARLY LITERACY</b>	Introduce Foundational Standards		Implications of CCSS for assessment of foundational skills of young learners (based on district assessments; no SBAC representation)	How to incorporate specific Foundational Standards into instruction and assessment	<b>EX: Analyze an assessment for consistency with Common Core Foundational Standards</b>  <b>EX: Design a sequence of lessons for a Common Core Foundational standard</b>
<b>Course that focuses on (ITP; ADV):</b>  <b>SECONDARY CONTENT LITERACY</b>	Introduce College & Career Readiness Standards for Reading: 6-12  Introduce Science, History, Technology Standards: 6-12  Introduce Listening & Speaking Standards: 6-12	Introduce concept of text-complexity at 6-12 level (including Appendix A)	Implications of CCR standards for reader response at the secondary level: SBAC  Implications of Listening & Speaking Standards for reader response at the secondary level: SBAC	How to create text-dependent questions based on DOK  How to assess an informational text for complexity  How to design a written or oral CCR task at the secondary level	<b>EX: Develop close reading (content area) lesson for complex secondary level text including text-dependent questions with attention to DOK</b>

	Knowledge of Standards*	Knowledge of Text Complexity	Knowledge of Common Core tasks including performance tasks	Applying skills to Instruction & Assessment	Possible New or Adjusted Course Assignments
<b>Course that includes (ITP) or focuses on (ADV):</b>  <b>DEVELOPMENTAL READING--ELEMENTARY</b>	Introduce College & Career Readiness Standards for Reading:,K-5  Introduce Listening & Speaking Standards: K-5	Introduce concept of text-complexity at K-5 level (including Appendix A)	Implications of CCSS for oral and written response to literary and informational text, K-5: SBAC	How the CCSS changes the literacy block  How to create text-dependent questions based on DOK  How to assess a literary text for complexity	<b>EX: Develop close reading lesson for complex elementary level text including text-dependent questions with attention to DOK</b>
<b>Course that includes (ITP), or focuses on (ADV):</b>  <b>WRITING OR LANGUAGE ARTS INSTRUCTION</b>	Introduce College and Career Readiness Standards for Writing  Introduce Language Standards	Analyzing complex text for author's craft and syntax	Analysis of full writes at all grade levels: SBAC	How to address range of writing (narrative, informative, opinion/argument) at all grade levels	<b>Develop lesson or sequence of lessons related to one of the CCSS writing domains for a specific grade level</b>
<b>Course that includes (ITP), or focuses on (ADV):</b>  <b>ASSESSMENT OF LITERACY</b>	Review of standards as aligned with tasks (also claims and targets)	Analyzing SBAC assessment passages for their complexity	Familiarity with SBAC performance tasks and rubrics  Familiarity with CCSS Appendix B  \	How to create assessment items based on SBAC criteria (incorporating student use of technology)	<b>Design a performance task incorporating SR, CR, and full writes using multiple texts</b>
<b>Course that includes (ITP), or focuses on (ADV):</b>  <b>LITERACY INTERVENTIONS</b>	Review of standards and the implications for differentiation	Identify resources that address specific components of complexity differentiated according to individual students' needs	Identify interventions based on students' performance on CCSS-aligned tasks	How to differentiate instruction based on standards	<b>Design a standards-based intervention based on student assessment data</b>
<b>Course that includes field work/student teaching (ITP) or practicum (ADV) that focuses on:</b>  <b>DIAGNOSIS</b>	Review standards as they align with specific grade level benchmarks	Identify specific complexities that are areas of need for individual students based on assessment data	Determine impact on student learning based on SBAC-aligned tasks	How to interpret assessment data for a student's level of performance on specific standards	<b>Administer an assessment aligned to a Common Core; interpret findings to determine instructional needs</b>

	<b>Knowledge of Standards*</b>	<b>Knowledge of Text Complexity</b>	<b>Knowledge of Common Core tasks including performance tasks</b>	<b>Applying skills to Instruction &amp; Assessment</b>	<b>Possible New or Adjusted Course Assignments</b>
<b>Course that focuses on (ADV: 102/097):</b>  <b>FULL PRACTICUM</b>	Review of Foundational, and CCR Reading/Writing Standards—and other standards as needed	Review of text complexity as a feature of selection of instructional resources	Incorporate CCSS aligned tasks into intervention plan as appropriate	How to incorporate standards in assessment and intervention plan  How to address text complexity in intervention plan	<b>Address CCSS in case study, based on administering and interpreting assessment data, providing aligned intervention, and monitoring progress</b>
<b>Course that focuses on (ADV: 097)</b>  <b>SUPERVISION AND ADMINISTRATION OF LITERACY PROGRAMS</b>	Review of shifts in standards from GLEs/LA Framework to CCSS	Assist teachers in locating and using complex texts for instruction at a variety of grade levels	Assist teachers in designing tasks aligned to CCSS at a variety of grade levels	How to coach for CCSS competence	<b>Coaching plan based on specific CCSS need</b>
<b>Course that focuses on (ADV: 092)</b>  <b>SUPERVISION AND ADMINISTRATION OF LITERACY PROGRAMS</b>	Analysis of CCSS standards and examination of shifts from GLEs/LA Framework to CCSS	Examine the components of text complexity and evaluate teachers' choice of texts for alignment with features of complexity	Examine elements of CCSS tasks and evaluate teachers' capacity to design tasks aligned with SBAC criteria	How to evaluate instruction for alignment to close reading scaffolding;  How to determine whether differentiation is appropriate for diverse populations based on CCSS criteria	<b>Evaluation of instruction for CCSS alignment based on case study</b>
<b>Course that includes or focuses on (ITP; ADV)</b>  <b>DIVERSITY IN LITERACY</b>	Review of all standards with particular focus on Language and Listening & Speaking	Review of text-complexity features that impact CLD	Review of academic vocabulary of tasks: implications for CLD	How to recognize and address implications of CCSS for CLD	<b>Modify lessons/tasks for students with a variety of cultural and linguistic backgrounds</b>
<b>Practicum that focuses on (ADV: 097)</b>  <b>LITERACY RESEARCH</b>	Identify specific Common Core standards worthy of study	Identify issues related to text complexity in need of more study	Identify issues related to CCSS responses and performance tasks in need of more study	How to identify research needs within CCSS	<b>Suggest study related to CCSS as one <u>option</u> for individual research</b>
<b>Course that focuses on (ADV: 097):</b>  <b>ADVANCED DIAGNOSIS</b>	Identification of standards that may need more schoolwide attention	Identify range of texts for school literacy curriculum that address various components of complexity	Analyze assessment tasks for validity, reliability, equity	How to design school intervention plan that addresses particular standards	<b>Create schoolwide intervention plan based on CCSS data</b>

	<b>Knowledge of Standards*</b>	<b>Knowledge of Text Complexity</b>	<b>Knowledge of Common Core tasks including performance tasks</b>	<b>Applying skills to Instruction &amp; Assessment</b>	<b>Possible New or Adjusted Course Assignments</b>
<b>Practicum that focuses on (ADV: 097)</b>  <b>LITERACY LEADERSHIP</b>	Review of standards as needed for the purpose of developing curriculum	Possible focus developing and leading a professional development workshop on text complexity	Possible focus developing and leading a professional development workshop on creating performance tasks	How to provide knowledge, skills, and resources related to CCSS to teachers as part of leadership role	<b>Develop curriculum: Standards-based unit of study</b>

**\*Standards:** Understand the intent of each anchor standard; understand increasing rigor of each standard from grade-to-grade; understand differences between CCSS and CT GLEs and LA Framework

Red = Introduce standards, text complexity, and tasks; KNOWLEDGE to be built through coursework

Blue = Reinforce and apply standards

Black = Application to assessment and instruction; SKILLS to be developed through coursework

Green = Assessment

### Coding

CCSS = Common Core State Standards

CCR = College & Career Ready

SBAC = Smarter Balanced Assessment Consortium

ITP = Initial Teacher Preparation candidates

ADV = Advanced preparation candidates (in this case Reading specialists/consultants; administrators)

DOK = Depth of Knowledge

CLD = Culturally and linguistically diverse (students)

GLEs = Grade level expectations