PROJECT CORE - PLC

Common Core Architecture
Focus on Reading Literary and Informational Text

Academic Year
2013-14

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AGENDA

Welcome!

Academic Year Overview and Outcomes
Introduction to Common Core Architecture

BREAK

Deconstructing Standards
Reading Literature
Reading Informational Text

LUNCH

Scaffolding Complex Text
Practicum
Showcase
Welcome!

Think – Write- Pair - Share

Be ready to Introduce Yourself by sharing one of your responses
OBJECTIVES

To increase our understanding of:

1. Common Core Standards
2. Common Core Instructional Shifts
3. Common Core Architecture
4. Reciprocal Relationship between 4 language domains/strands
5. How to deconstruct standards
6. Differences between Literary and Informational Text Structures
7. Scaffolding Strategies for Reading Narrative/Literary Text
8. Scaffolding Strategies for Reading Informational Text
9. Importance of Text Features
10. Note Taking
21 First Century Skills for Career Readiness

The Framework really builds on the idea that there's this core content that students need to master, we used to call the 3 R’s, but we want to fuse that with what we call the 4 C’s, the Learning and Innovation Skills: Critical Thinking and Problem Solving, Creativity and Innovation, Communication and Collaboration.
Common Core Key Design Considerations

Individual Grade levels for K–8;
Grade Spans for 9–10 and 11–12

- Focus and coherence in instruction and assessment
- Shared responsibility for students’ literacy development
- Interdisciplinary approach
- A focus on results rather than means
- An integrated model of literacy
- Research and media skills blended into the standards as a whole
PEDAGOGY

Students Who are College and Career ready in Reading, Writing, Speaking, Listening, and Language...

• demonstrate independence
• build strong content knowledge
• respond to the varying demands of audience, task, purpose, and discipline
• comprehend as well as critique
• value evidence
• use technology and digital media strategically and capably.
• come to understand other perspectives and cultures

From Common Core Standards Introduction page 7
Common Core Design and Architecture

- Anchor Standards
- Clusters Categories
- Grade Level Standards
ANCHOR STANDARDS ACROSS MODALITIES

- READING
- WRITING
- SPEAKING AND LISTENING
- LANGUAGE
### Reading

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
<th>Foundation Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td></td>
<td>Print Concepts</td>
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<tr>
<td>Craft and Structure</td>
<td></td>
<td>Phonological Awareness</td>
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<tr>
<td>Integration of Knowledge</td>
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<td>Phonics and Word Recognition</td>
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<tr>
<td>and Ideas</td>
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<td>Fluency</td>
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<tr>
<td>Range of Reading and Level of Text Complexity</td>
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**Key Features:** Text complexity and the growth of comprehension

Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.
Key Features:  Text types, responding to reading, and research
The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types.
### Key Features: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.
**Key Features:** Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.
One of the most critical features to understand about the Common Core standards is that they begin and **backward map** from the College and Career Readiness Anchor Standards.

★ Each standard begins with an **anchor standard** that represents the **thinking and skills required** for college and career readiness.

★ The progression toward each anchor standard is mapped backward across the grade levels, demonstrating growth in complexity, beginning from Kindergarten.

To understand this concept, we will work together to horizontally trace one standard from the Reading strand for Informational Text.
<table>
<thead>
<tr>
<th>STRANDS</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9-10</th>
<th>11-12</th>
<th>CCR</th>
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<tbody>
<tr>
<td>READING</td>
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<td>LISTENING and SPEAKING</td>
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<td>LANGUAGE</td>
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</tbody>
</table>

**VERTICAL and HORIZONTAL ARTICULATION**

**STRANDS**

- **READING**
- **WRITING**
- **LISTENING and SPEAKING**
- **LANGUAGE**

**VERTICAL**

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9-10
- 11-12
- CCR

**HORIZONTAL**

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9-10
- 11-12
- CCR
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| **TABLE TALK** | 1. Think  
2. Pair  
3. Share |

- What squares with your effective practice?
- What questions are going around in your mind?
- What are three points to remember?
Six Common Core Shifts

1. PK-5, Balancing Informational & Literary Texts
2. 6-12, Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

Activity:
1. Groups of Six
2. Pass out cards
3. Take turns reading cards
4. Discuss
What is deconstructing a standard?

A systematic process to identify embedded learning targets in the standard.

**Learning targets** = What students should know, understand and be able to do.

So that the teacher can plan the systematic instruction of targets into a developmentally appropriate learning progression or instructional sequence.
What should students know and be able to do?

Grade: 3  Strand: Reading  Cluster: Key Ideas and Details

1. **Ask** and **answer** questions to **demonstrate understanding of a text**, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>KNOW</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of a text. Refer explicitly to the text for answers</td>
<td>Ask questions Answer questions</td>
</tr>
</tbody>
</table>
Deconstructing a Standard

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

<table>
<thead>
<tr>
<th>KNOW</th>
<th>DO</th>
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</tbody>
</table>
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Deconstructing a Standard

Learning Targets can be classified as follows:

**Knowledge:** Mastery of substantive subject content where mastery includes both knowing and understanding it.

**Reasoning:** The ability to use knowledge and understanding to figure things out and solve problems.

**Performance:** The development of proficiency in doing something where it is the process that is important such as playing a musical instrument, reading aloud, speaking in a second language or using psychomotor skills.

**Products:** The ability to create tangible products, such as term papers, science fair projects, and art sculptures that meet certain standards of quality and present concrete evidence of academic proficiency.
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Reasoning</th>
<th>Performance</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>Predict</td>
<td>Observe</td>
<td>Design</td>
</tr>
<tr>
<td>Describe</td>
<td>Infer</td>
<td>Perform</td>
<td>Produce</td>
</tr>
<tr>
<td>Identify</td>
<td>Classify</td>
<td>Compose</td>
<td>Make</td>
</tr>
<tr>
<td>Define</td>
<td>Compare</td>
<td>Conduct</td>
<td>Write</td>
</tr>
<tr>
<td>Recall</td>
<td>Summarize</td>
<td>Speak</td>
<td>Draw</td>
</tr>
<tr>
<td>Recognize</td>
<td>Analyze</td>
<td>Operate</td>
<td>Represent</td>
</tr>
<tr>
<td>Select</td>
<td>Evaluate</td>
<td>Investigate</td>
<td>Display</td>
</tr>
<tr>
<td>List</td>
<td>Generalize</td>
<td>Collect</td>
<td>Model</td>
</tr>
</tbody>
</table>
Grade 1: Reading Informational Text
Standard: Know and use various text features (e.g. headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Step 1: Circle verbs
Step 2: Underline direct objects

<table>
<thead>
<tr>
<th>KNOW</th>
<th>DO</th>
</tr>
</thead>
</table>
| Various text features | Use text features  
Locate key facts in a text  
Locate information in a text |

Step 3: Write a student friendly learning target by adding “I can”
★ I can identify text features
★ I can use text features
★ I can locate key facts using text features
Grade 7: Reading Informational Text
Research to build and present knowledge

Standard: Draw evidence from literary or informational text to support analysis, reflection and research.

Step 1: Circle verbs
Step 2: Underline direct objects

<table>
<thead>
<tr>
<th>KNOW</th>
<th>DO</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Step 3: Write a student friendly learning target by adding “ I can ”

★
★
★
Why do we deconstruct standards into learning targets?

So we can...

★ Plan what to teach
★ Plan how students will be engaged in learning
★ Plan how to assess – how will we know students have met the learning target.

★ Share with students what they are responsible for learning
★ Have students self assess or set their own learning goals
★ Provide constructive, detailed feedback to students
★ Monitor student learning

★ Plan next steps of instruction
Students who can identify what they are learning significantly outscore those who cannot.

Robert J. Marzano

Deconstruction involves taking a standard and breaking it down into manageable learning targets:

Knowledge, Reasoning, Performance skills, and Products

—so that students and teachers can accurately identify what students should know and be able to do.

¡YO PUEDO!
Deconstructing standards is an essential part of...

Lesson Planning

Identifying Enduring Understandings

Crafting Essential Questions

Identifying Teaching Objectives

Planning for Meaningful Engagement
TABLE TALK

Head—Heart—Foot

An idea ...

A feeling ...

An action to take...
# TEXT STRUCTURES

<table>
<thead>
<tr>
<th>NARRATIVE</th>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Structure</td>
<td>• Description</td>
</tr>
<tr>
<td>• Character</td>
<td>• Sequence</td>
</tr>
<tr>
<td>• Setting</td>
<td>• Compare and Contrast</td>
</tr>
<tr>
<td>• Plot</td>
<td>• Cause and Effect</td>
</tr>
<tr>
<td>• Conclusion</td>
<td>• Problem - Solution</td>
</tr>
</tbody>
</table>
Scaffolding Strategies for Informative Text

GET TO THE ESSENTIAL!

• Identify key ideas and details

• Engage in analyzing craft and structure
  choice of words
  structure of sentence
  development of ideas and claims
  point of view

• Integrate knowledge
  Add information form different sources
  Assess validity of reasoning
  Identify false logic
  Consider an opposing perspective
  Consider multicultural perspectives
  Propose Innovation

• Activate prior knowledge
• Preview the text
• Examine Text Features
• Deconstruct Text
• Recontextualize Text
• Read closely
• Read critically
• Generate questions
• Note taking
• Use graphic organizers
• Use questioning techniques
• Engage in Dialogue