



PROJECT CORE - PLC

Common Core Architecture Focus on Reading Literary and Informational Text

Academic Year
2013-14

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September 6, 2013





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



PROJECT CORE Professional Learning Community



Welcome!

Think – Write- Pair - Share

Be ready to Introduce Yourself
by sharing one of your
responses

Name: _____

Why did you become a bilingual teacher?

What are aspirations for yourself as a bilingual professional?

What are the advantages of knowing two language proficiently?

Quote or thoughts that inspires your teaching...

What are your aspirations for your students?

Silvia C. Dorta-Duque de Reyes AB466 en Español

OBJECTIVES

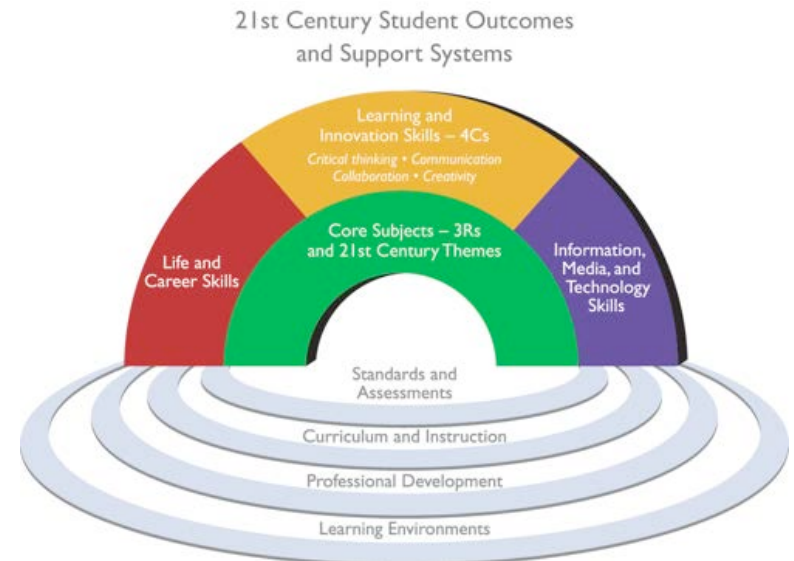
To increase our understanding of:

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

Common Core Overview Pedagogy

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

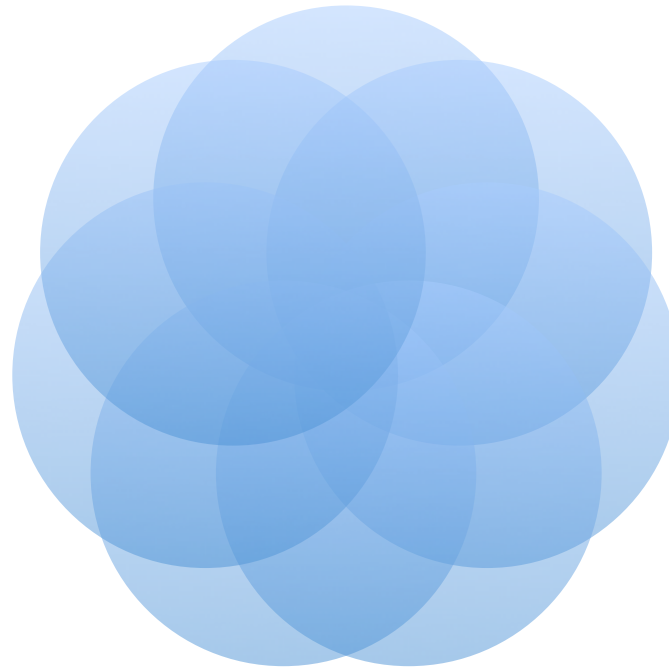
Individual Grade levels for K–8;
Grade Spans for 9–10 and 11–12

Focus and coherence in instruction and assessment

A focus on results rather than means

Shared responsibility for students' literacy development

An integrated model of literacy



Interdisciplinary approach

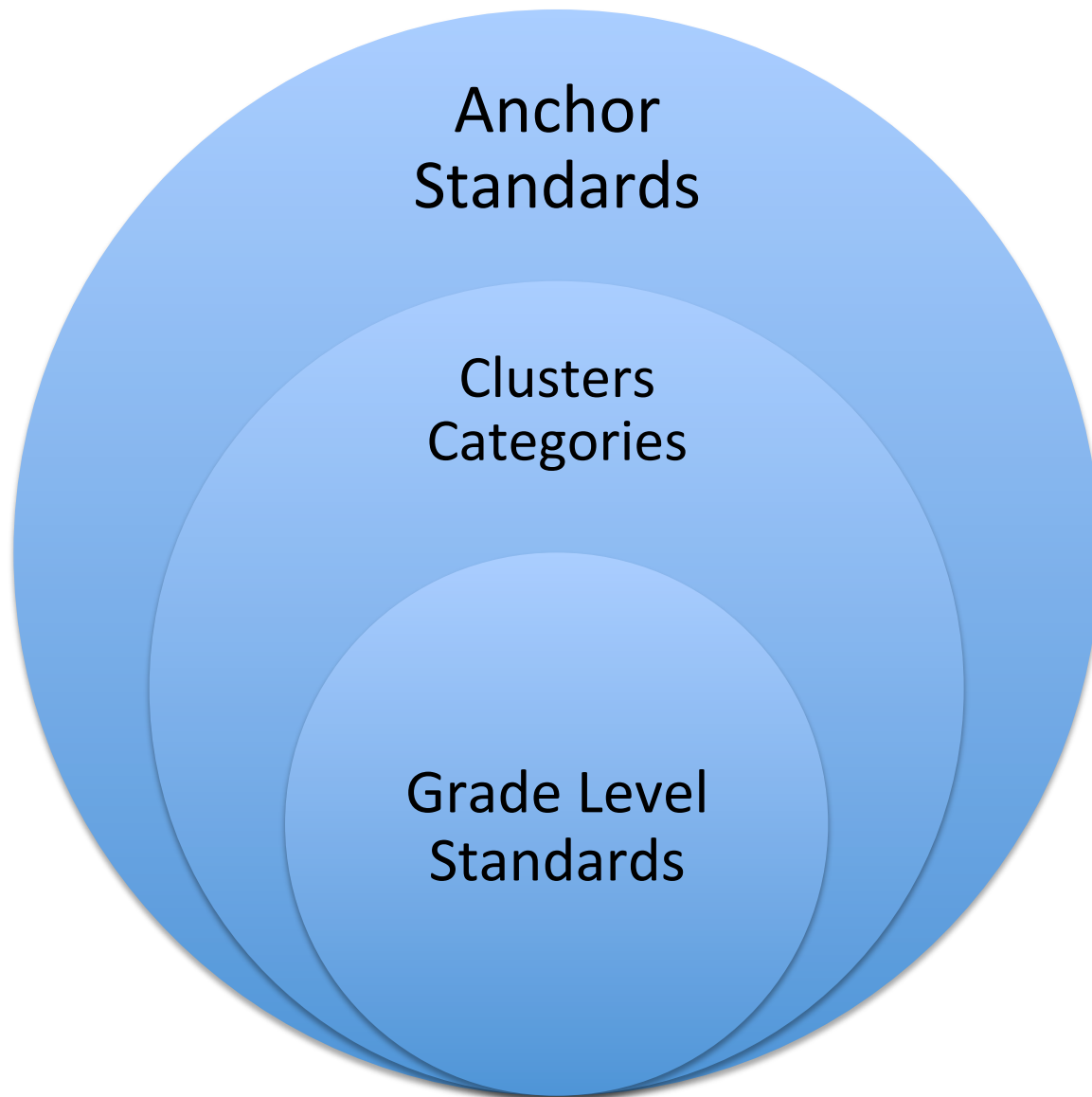
Research and media skills blended into the standards as a whole

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

Common Core Design and Architecture



ANCHOR STANDARDS ACROSS MODALITIES

READING

WRITING

**SPEAKING
AND
LISTENING**

LANGUAGE

CLUSTER CATEGORIES and KEY FEATURES

READING

Literature	Informational Text	Foundation Skills
Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity		Print Concepts Phonological Awareness Phonics and Word Recognition Fluency

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.

CLUSTER CATEGORIES and KEY FEATURES

Writing

Opinion
Argumentation

Informative
Explanatory

Narrative

Text Types and Purposes

Production and Distribution of Writing

Research to Build and Present Knowledge

Range of Writing

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.

CLUSTER CATEGORIES and KEY FEATURES

Language

Language

Conventions of Standard English (Grammar)

Knowledge of Language (Structure)

Vocabulary Acquisition and Use (Academic and Domain Specific)

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.

CLUSTER CATEGORIES and KEY FEATURES

Listening
and
Speaking

Listening and Speaking

Comprehension and Collaboration

Presentation of Knowledge and Ideas

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.

VERTICAL ARTICULATION and BACKWARD MAPPING

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.

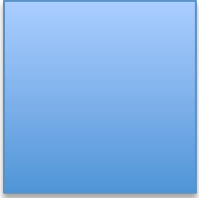

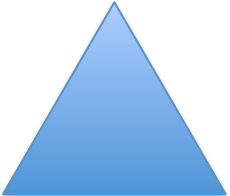
VERTICAL and HORIZONTAL ARTICULATION

STRANDS	K	1	2	3	4	5	6	7	8	9-10	11-12	CCR
READING												
WRITING												
LISTENING and SPEAKING												
LANGUAGE												



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**



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.

KNOW	DO
Demonstrate understanding of a text. Refer explicitly to the text for answers	Ask questions Answer questions

Deconstructing a Standard

Grade _____ Strand _____ Cluster _____

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

KNOW	DO

Deconstructing a Standard

Grade _____ Strand _____ Cluster _____

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

KNOW	DO

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.

Matrix of Learning Target Verbs

Knowledge	Reasoning	Performance	Product
Explain	Predict	Observe	Design
Describe	Infer	Perform	Produce
Identify	Classify	Compose	Make
Define	Compare	Conduct	Write
Recall	Summarize	Speak	Draw
Recognize	Analyze	Operate	Represent
Select	Evaluate	Investigate	Display
List	Generalize	Collect	Model

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



KNOW	DO
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

KNOW	DO



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.

I CAN!

¡ 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

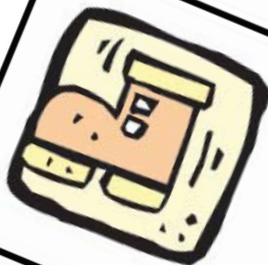
Head—Heart—Foot



An idea ...



A feeling ...



An action to take...

TEXT STRUCTURES

NARRATIVE	INFORMATION
Story Structure	• Description
• Character	• Sequence
• Setting	• Compare and Contrast
• Plot	• Cause and Effect
• Conclusion	• Problem - Solution

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 from 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