Community Building - Trading Cards

- Form a group of four.
- Number off 1 to 4.
- Write your number in LARGE print on an index card.
- Each time the music plays, walk around the room, introduce yourselves, and trade cards.
- When the music stops, look up at the screen.
Community Building - Trading Cards

Pair up, an even number with an odd number.

– Introduce yourselves and share a personal passion that is NOT CONNECTED to school or work.
Community Building - Trading Cards

Form a triad, all the same number.

– Introduce yourselves and share an example from your own life when you realized you were college ready.
Community Building - Trading Cards

Form a group of four, all different numbers.

– Introduce yourselves and share a quality/value you plan to model for your students and why you selected that quality.
Common Core ELA/Literacy Standards Awareness

- New Expectations for Reading
- The Standards
- Structure & Organization
- College & Career Readiness Defined
- Communities of Practice
Communities of Practice

Common Core ELA/Literacy Standards Awareness
Communities of Practice

- Social Context
- Common Goals
- Sharing Knowledge
- Value Learning from Each Other
- Total Participation

EF
Is this an example of a community of practice? Why or why not?
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Purpose</th>
<th>Does the purpose match my objective?</th>
<th>Pitfalls</th>
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<tbody>
<tr>
<td>Frayer Model</td>
<td>introduce vocabulary that warrants robust teaching</td>
<td></td>
<td></td>
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</table>
What does it mean to be college and career ready?

Reading Context

A key argument that is derived from the notion of communities of practice is that classroom learning should be done in service to the learning that happen in the world. The first task in the development of CCSS was to define college and career readiness in light of the knowledge and skill demands of postsecondary expectations. This section describes how the Standards prepare students for college and career.
Reading Prompt
As you read each capacity in the section from the Standards, “Students Who Are College and Career Ready,”

1. Underline key descriptions that capture what students do when they are developing that capacity.
2. Write in the margin connections you are making between that capacity and communities of practice.
Oral Summary in Pairs

A: When students are..., they...
B: Yes, and they... (or, I didn’t see it that way. I think they...)

Switch roles
What does it mean to be college and career ready?

Problem/Solution Organizer

Inherent in this document are solutions to wide ranging problems that the CCSS are attempting to address.

In pairs, use your notes to identify 1 wide-ranging problem. Then write a few solutions from the text that you find particularly relevant.

Because students need (problem), they can learn (solutions).
How do the Standards promote College and Career Readiness?

<table>
<thead>
<tr>
<th>CCR st. respond to the varying demands of audience, task, purpose, and discipline.</th>
<th>CCR st. value evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR st. come to understand other perspectives and cultures.</td>
<td>Questions &amp; Connections</td>
</tr>
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</table>
How do the Standards promote College and Career Readiness?

Break up into multiple subject (K5), single subject ELA (6-12 ELA), single subject not ELA (6-12 H/SS/S/TS) in regions around the room.

Base Group

1. Discuss & Predict: Given the goal to prepare students for college and career, how might the Capacities of Literate Individuals be evident in the Standards themselves? Write 1 idea for each capacity on your notepage.

2. Assign 1 capacity per person.

Capacities of Literate Individuals

1. They respond to the varying demands of audience, task, purpose, and discipline.
2. They value evidence.
3. They come to understand other perspectives and cultures.
How do the Standards promote college and career readiness?

Expert Group

1. Round Robin Share: what were your predictions about what you might see in the standards?

2. Independently Read through the Anchor Standards. MARK THE TEXT: Note examples of that capacity’s development in the Standards.

Capacities of Literate Individuals

1. They respond to the varying demands of audience, task, purpose, and discipline.

2. They value evidence

3. They come to understand other perspectives and cultures
How do the Standards promote College and Career Readiness?

Collaborative Poster
- Write your capacity on your poster
- Create a visual metaphor or other representation for the capacity.
- Include few key ideas that shows what students are supposed to be doing when they are reading, writing, speaking/listening, and attending to language under your capacity.

Capacities of Literate Individuals
1. They respond to the varying demands of audience, task, purpose, and discipline.
2. They value evidence
3. They come to understand other perspectives and cultures
How do the Standards promote College and Career Readiness?

Base Group Gallery Walk
1. Bring your notepage.
2. Go to the Capacity #1 for your set of Standards.
3. Members of that team will explain their graphic representation while
4. Everyone adds information to their notes.
5. What connections do you see? What questions would deepen your understanding?

Capacities of Literate Individuals
1. They respond to the varying demands of audience, task, purpose, and discipline.
2. They value evidence
3. They come to understand other perspectives and cultures
Base Group

Create an elevator statement.

How would you describe the intent of the standards to a parent?

Capacities of Literate Individuals

1. They respond to the varying demands of audience, task, purpose, and discipline.
2. They value evidence.
3. They come to understand other perspectives and cultures.
Common Core ELA/Literacy Standards Awareness

- Structure & Organization
- The Standards
- College & Career Readiness Defined
- Communities of Practice
Today, you will do a **close reading** of an excerpt from Appendix A so that you will be better able to **articulate the rationale and urgency for raising expectations for students to be able to read complex texts independently.**

As you read, highlight those reasons, claims and evidence that seem particularly valid and/or relevant.
Today, you will do a **close reading** of an excerpt from Appendix A so that you will be better able **to articulate the rationale and urgency for raising expectations for students to be able to read complex texts independently.**

Get 2 Sticky Notes

1. Locate the Quote
2. Sticky #1 - Paraphrase the quote
3. Sticky #2 - Write why you selected the quote
Participate in a collaborative conversation during which you build on other’s ideas and express your own clearly and persuasively. In groups of 3...

- Decide – Parliamentarian
- 1st person Reads his/her quote, paraphrase, and explanation
- 2nd person Responds to what the first person shared - no comments from others
- 3rd person Builds upon the other’s ideas.
- End of round – 1st comments on what was said about the quote. This may summarize points of agreement or controversy or offer a solution or new idea.
- Continue the entire process for each person
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<td>Save the Last Word for Me</td>
<td>To structure text based discussion that requires students to be active speakers and listeners. It ensures that all students are able to share their ideas about text and comment on each group member’s thoughts.</td>
<td></td>
<td></td>
</tr>
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1. What is your take-away around the CCSS ELA/Literacy?

2. What did we do today to establish a community of practice? What will you do to establish a community of practice with your students?