¡Buenos días!

Please:

1. make a name tag with your preferred name
2. also make a “table tent” name tag following Jorge’s example up in the front
3. log on as guest to the Point Loma Nazarene University wireless internet system
4. open up today’s PPT by downloading a copy here:

http://tinyurl.com/Sept4ProjectCore
Utilize the CCSS and other California content standards to plan instruction and evaluate texts for teaching

- Welcome; Orientation to Institutes & Internet Resources; Introductions
- California Standards and the Common Core
- Literacy Standards across Subjects
- Assessing Text Complexity
- Evaluation
- Closure

Today’s Institute Resources: http://tinyurl.com/ProjectCoreSept
ORIENTATION

Institute Format Explained: Content and Online Access
Click to open up

**Project Core dates/times/content**

---

**Project CORE 2016-2017**

Audience: SDSU teacher candidates – Bilingual multiple subject and single subject

**General Outline**

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
<th>Who</th>
</tr>
</thead>
</table>
# Project CORE Institute Design

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Opener</td>
</tr>
<tr>
<td></td>
<td>Review of content of previous institute</td>
</tr>
<tr>
<td></td>
<td>Link of prior to new content</td>
</tr>
<tr>
<td></td>
<td>New content</td>
</tr>
<tr>
<td>12:00-1:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>New content</td>
</tr>
<tr>
<td></td>
<td>Evaluation of day’s institute</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>Closure</td>
</tr>
<tr>
<td>3:30-4:00 pm</td>
<td>Other Project CORE business</td>
</tr>
</tbody>
</table>
Introductions

Three-Step Interviews: What will you teach and why?
Share a memory where you remember enjoying learning that favorite subject.
Describe a class or teacher you had (or wish you had) that made the subject(s) interesting.
Step 3: CONSIDER - How might you learn more about your subject(s)?

Predict some ways you may continue to learn more about your favorite subject(s) or be inspired to teach your subject(s) in the future.
Connecting Experience to Content

Group Reflection:

What role did content standards or subject area texts play in your passion for a content area?
California Standards

Project CORE, Institute #1
Investigate the state standards movement and the purpose of Common Core

Explore California standards in literacy other subjects to be taught this year

Study how to text complexity is determined per Common Core

Analyze the readability of a text excerpt
Success Criteria

1. I can explain the purpose and value of the Common Core State Standards
2. I can locate standards for my subject(s) and identify how they are structured
3. I can describe how text complexity is determined per Common Core
4. I can analyze the readability of a text excerpt on my own or with a peer
California Standards and the Common Core
Purposes of Standards

● Who should decide what students learn in schools?

● How should the decision be made?
“Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.”

http://www.cde.ca.gov/re/cc/
¿Qué es Common Core?
Explore Common Core State Standards Initiative

Find out more about CCSS here:
www.corestandards.org

Form a group of two or three.
1. Watch the three minute parent video (Spanish or English).
2. Identify which organizations established the CCSS and determine which states are NOT participating.
3. Explain whether standards tell teachers what to teach by reviewing the myths and facts section.
4. Be prepared to answer what each of the Appendices in English Language Arts and Mathematics offer.
Parent Reactions to CCSS: Example 1
Parent Reactions to CCSS: Example 2
Explore Common Core State Standards Reaction

Click here to study more about CCSS reactions:

Form a group of two or three.

1. Watch the three minute video and read any of the articles that seems interesting to you.
2. Identify any of the arguments against CCSS heard or read.
3. Select one of the arguments and discuss what you would say (as a group) about it.
4. Be prepared to explain the purpose of the Common Core State Standards in the next slide.
If someone were to express concern about the CCSS, what would you explain about...

- who was involved in creating or adopting them?
- which subjects are CCSS and which are not?
- why is a common set of standards useful/harmful?
- what is the relationship between the standards and assessments about them?
Literacy Standards across Subjects
Prepare for instructions to tab sections of the literacy standards booklet.
Click to access the Literacy Standards task.
Standards to Study Today

- Select a subject area to examine standards for the next activity
- Select a specific grade level to focus
- Prepare a report to explain to a peer:
  - How are the standards organized?
  - How many standards are there for this grade?
  - Which terms/vocabulary in the standards need clarification?
  - What other documents are available along with the standards (e.g. preface, introduction, etc.)?
- Select two individual standards that seem interesting to share.
Literacy Standards Online

- California English Language Arts Standards (Common Core)
- Estándares estatales comunes para la artes de lenguaje en español y para la lectoescritura en historia y estudios sociales, ciencias y materias técnicas
Other Standards Online

- California Mathematics Standards (CCSS)
- Estándares estatales comunes de matemáticas
- All Other California State Standards
Assessing Text Complexity
Measuring Text Complexity

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Readability measures and other scores of text complexity

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)
Quantitative Text Complexity

Readability Levels:
- “Grade”
- “Guided Reading”
- “Lexile”
- “DRA”
- “Reading Recovery”
- etc.

Readability measures and other scores of text complexity
Quantitative “Readability” Scales

See the chart comparing various reading levels.

### Leveled Text Chart

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Guided Reading Level</th>
<th>Lexile Level - CCSS</th>
<th>DRA Levels</th>
<th>Reading Recovery</th>
</tr>
</thead>
</table>

- **Guided Reading Level**
  - A
  - B
  - C
  - D
  - E

- **Lexile Level - CCSS**
  - A-1
  - 2-3
  - 4
  - 6
  - 8

- **DRA Levels**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Reading Recovery**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

Booksourcing relies only on reputable sources for our leveling information. Every effort has been made to ensure the accuracy of the levels presented in this catalog.


Lexile® measures are ©2011 MetaMetrics, Inc., and appear by permission, with all rights reserved. Lexile and related marks are registered trademarks of MetaMetrics, Inc.

DRA, or Developmental Reading Level Assessment, developed by Joetta Beaver and published by Celebration Press, 1977, is a method of assessing and documenting achievement within a literature-based instructional program.

Reading Recovery, a registered trademark of The Ohio State University, creates a set of standards and guidelines. Developed by Marie M. Clay in the 1970s as a short intervention program, it helps low achieving first graders with one-on-one tutoring.
Guess the Grade: Text Analysis

1. Click to access:
   Ejemplares de textos en español
2. Guess the grade level of each text
   (use a post it or write in pencil.)
3. Watch and take notes on using the
   Lexile analyzer at lexile.com
4. Record the lexile score and compare
   to your guess
Quantitative Text Complexity

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Qualitative Measures:
- Levels of Meaning
- Structure
- Language Conventionality and Clarity
- Knowledge Demand
Qualitative Text Complexity

Click to access

da sample high school text excerpt.
Quantitative Text Complexity

Reader and Task
“...to be determined locally..student’s motivation, knowledge, experiences ... purpose...task...questions..”

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)
Success Criteria #1

I can explain the purpose and value of the Common Core State Standards

On a Post-It please complete this sentence frame:

“The CCSS standards:

● include the subjects of ___.
● are intended to ___.
● are related to assessments because ___.”
Success Criteria #2

- I can locate standards for my subject(s) and identify how they are structured

Review your notes from today (e.g., report you gave on standards, the PPT slides, bookmarks on your computer, etc.) to write a computer or internet note about where the standards are found and how they are organized.
Success Criteria #3

- I can describe how text complexity is determined per Common Core

On a Post-It please sketch out a triangle identifying the three factors measuring text complexity. Share your image with a partner.
I can analyze the readability of a text excerpt on my own or with a peer.

*With a partner, write down on a post-it at least three suggestions about how to analyze text readability.*
Evaluation
Closure
What makes a text “engaging?”

Recollect a favorite subject, one you will teach. Think about various texts you read for the subject, about that subject or about teaching that subject. **Respond/Write:**

- Which texts for subject teaching, if any, are fascinating?
- How would you convince your friends or family to read or learn from that text?
- What would you do to interest students to study texts they may be less inclined to read?
SDSU Announcements