

Tuesday, June 14, 2011
Reading and Speaking & Listening

SNRPDP CCSS Summer Institute HS ELA-June 2011

Daily Agenda

- ☞ Implementing Common Core 4 All
 - ☞ Standards
 - ☞ Assessment
 - ☞ Curriculum
 - ☞ Instruction
- ☞ Understanding the Strands: Reading and Speaking & Listening
- ☞ Using Appendix A
- ☞ Understanding Text Complexity
- ☞ Model Lesson : Reading Literature and Writing Informational Text

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Outcomes

As a participant in today's session, you will

- ☞ Understand how CCSS impact Standards, Assessment, Curriculum & Instruction
- ☞ Gain a deeper understanding of the CCSS Strands for Reading and Speaking & Listening,
- ☞ Learn how several standards can be addressed by a single rich learning experience,
- ☞ Recognize the focus on text complexity and range for reading with the CCSS.

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Common Core 4 All

- ☞ Read pages 4 – 6 , stop at chapter 2
- ☞ Answer the following questions as you read:
 - ☞ What assumptions does the author in the text hold?
 - ☞ What do you agree with in the text?
 - ☞ With what do you want to argue?
 - ☞ What parts of the text do you aspire to?
- ☞ Pair share your responses

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Common Core 4 All

- ☞ Read Chapter 2, *SACI Overview* (pages 6 – 8); note big ideas
- ☞ Student Achievement is build on...
 - Standards that focus on clear learning targets
 - Assessments as indicator to monitor student progress
 - Curriculum that is viable, relevant and engages students
 - Instruction that is proven to work and aligns with standards

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Focus on STANDARDS

- Step 1: Choose two or three CCSS from Reading Informational Text-use ELA Translation Guide to finds ones that resemble NV Standards
- Step 2: Complete a t-chart analysis of the CCSS
- Step 3: Match each action with Bloom's Taxonomy and DOK Levels
- Step 4: Establish a purpose for learning

- ☞ See pages 9 – 11 for examples
- ☞ See page 19 for Bloom and DOK chart
- ☞ See page 22 for t-chart analysis template

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Focus on ASSessment

- ☞ To improve student learning by measuring the student's proficiency of targeted standards
- ☞ Summative: Final assessment and data collection
- ☞ Formative: A systematic on-going process used by teachers and students to:
 - ❖ Gather evidence of learning (through multiple strategies)
 - ❖ Engage students (in monitoring learning)
 - ❖ Improve teaching and learning (based on data and feedback).

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TRIAGE: Examining the patient when they are alive and determining appropriate responses.



"Hmmm... Sounds grave, very grave. We'll know more after the autopsy!"

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<http://www.flickr.com/photos>

BEFORE: As a pre-assessment to determine what students know and need to know

- ☞ Quick writes, open-ended questions, graffiti wall, coded cards, entrance slips
- ☞ Fill-in a memory matrix of prior learning
- ☞ KWL: Know/Want to Know/How to Learn
- ☞ Share the learning objectives, targets, and exemplars in advance - compare yours to theirs

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DURING INSTRUCTION: Continuous dip sticking to pinpoint learning and guide instruction

- ☞ Graphic Organizers; empty outline
- ☞ Vocabulary: sort/apply
- ☞ Signaling, Fingers-up, cards up
- ☞ Think-Pair-Share
- ☞ Quick-writes
- ☞ Key Points, Give-Back
- ☞ Frayer Diagrams

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AFTER INSTRUCTION: To account for what students learned and make responsive decisions

- ☞ Minute paper, exit card, sentence synthesis
- ☞ Q and A Mix-up
- ☞ ABC/Anagram
- ☞ Reflection, 3-2-1, 2 stars + 1wish
- ☞ Demonstrations of Learning: create a product, teach another, write with a purpose
- ☞ Post-test review

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Assessment

- ☞ Look at t-chart and analyze actions and concepts
- ☞ Formative Assessment: Determine what they know
 - ☞ Before instruction
 - ☞ During instruction
 - ☞ After instruction
- ☞ Summative Assessment
- ☞ Create a rubric
- ☞ Page 12 for example; page 23 for rubric template

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Assessment

Challenge (Exceeds) 4	Proficient (Meets) 3	Beginning (Approaches) 2	Not Meeting (Emergent/Developing) 1
All proficient material PLUS elements of the next levels of the Common Core.	Correctly analyzed conflicting information on the same topic from various texts. Correctly identified where the texts disagree on matters of fact. Correctly identified where the texts disagree on matters of interpretation.	Meets 2 out of 3 proficiency indicators.	Meets 1 or less proficiency indicators.
Assessment Type: Select Response	(Multiple Choice, True/False,	Matching, Fill-in-the-Blank	With Word Bank Words)

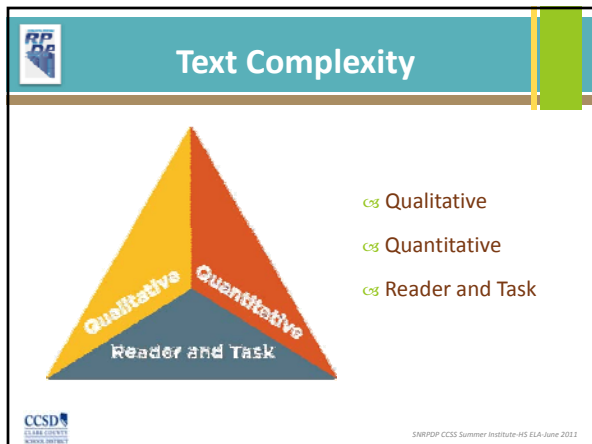
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- ### Focus on CURRICULUM
- ☞ Traditionally, content was the driving force of curriculum
 - ☞ Instruction focused on the content and plugged in standards
 - ☞ Assessment measured content knowledge
 - ☞ CCSS are the cornerstone of curriculum
 - ☞ Instruction is focused on proficiency in the standards
 - ☞ Content is a vehicle for skill development
 - ☞ Text complexity
 - ☞ Text variety
 - ☞ Reading/writing connections
 - ☞ Writing argument, explanatory and narrative texts
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- ### Sentence Synthesis
- ☞ Write a one to three sentence summary of what you have learned so far this morning using at least 5 of the 7 words below
 - ☞ Standards
 - ☞ Formative assessment
 - ☞ Curriculum
 - ☞ Instruction
 - ☞ Learning
 - ☞ Teaching
 - ☞ Content
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- ### Appendix A
- ☞ Read through the Appendix A (skip pages 17-22), paying close attention to the graphs.
 - ☞ Note the Following:
 - ☞ Reading (pages 2-16): Text complexity
 - ☞ Writing (pages 23-25): Argument
 - ☞ Speaking and Listening (pages 26-27): Figure 15
 - ☞ Language (pages 28-31): Integration and skills progression
 - ☞ Vocabulary (pages 32-35): Tiered words
 - ☞ Glossary of Key Terms
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Lexile Range

Text Complexity Grade Band in the Standards	Old Lexile Range	Lexile Ranges Aligned to CCR Expectations
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

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Popular Book Lexile Levels

TEXT	LEXILE LEVELS	ROUGH GRADE ESTIMATE
Twilight	720	4.8
The Kite Runner	840	6.8
Grapes of Wrath	680	3.5
1984	1090	9.3

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Range of Reading

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

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Text Complexity & Range

- Return to the reading standards analyzed earlier
- Note the CCSS, corresponding NV State Standard, and your purpose statement
- Brain storm texts you already use to teach this standard and purpose
- Create a t-chart to evaluate:

Purpose	
Quantitative	Qualitative

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- ### Speaking & Listening
- Require students to develop a range of broadly useful oral communication and interpersonal skills
 - Learn to work together
 - Express and listen carefully to ideas
 - Integrate information from oral, visual, quantitative, and media sources
 - Evaluate what is heard
 - Use media and visual displays strategically to communicate purposes
 - Adapt speech to context and task
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Model Lesson

Focus Strands: Reading Literature and Writing Informative/Explanatory Text


Theme: Choice and Consequence

Quick Write Reflection:

Write about a time when you made a choice that had long lasting consequences. Did the event touch others or only you? If you knew then what you now know, would you change your choice? Why or why not?

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- ### Identify the CCSS Used
- Fold a blank sheet of paper into four columns
 - Label columns with the four Strands
 - Analyze the lesson:
 - What standards are addressed?
 - Note differences between grades 9-10 and 11-12
 - How are the strands integrated?
 - Are there cross-curricular connections?
 - How does using a theme facilitate this integration?
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Outcomes Revisited

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Ticket Out the Door

Think about the Common Core 4 All activities we did today

- ☞ Can you use this with your department?
- ☞ If so, how could you use it?
- ☞ Would it help with curriculum planning?
- ☞ Why or why not?

Don't forget to read your article ☺



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