SUGGESTED DEPARTMENT ACTIVITIES FOR TRANSITIONING TO THE COMMON CORE STATE STANDARDS

1) Compare the HS NV ELA Standards with those of the Common Core State Standards (CCSS). Using two different markers, highlight those standards that will remain the same and those that will change.

2) Become familiar with the K-12 vertical articulation of the grade-specific standards by:
   a. Tracing the new concepts and skills added to each grade level to reveal the learning progressions
   b. Compare the grade-specific standards to the corresponding CCR to reveal the learning progressions relative to college/career readiness

3) Define "text." How is text defined in the CCSS? What are examples of text? How will the definition of text affect instruction? Participate in discussions about the text exemplars, text complexity, and reading and writing expectations within the CCSS. (The CCSS consider digital and other media within the definition for "text.")

4) Discuss the expectation for teaching composition within in each course. Literature-only and Composition-only courses will not meet the expectations for rigor and content contained in the CCSS. How, as a department, do we incorporate or integrate instruction in both reading and writing?

5) Review the list of 9-10 and 11-12 text exemplars then vote on which texts belong in each grade level (e.g., which texts in the 9-10 list belong in 9th and which belong in 10th).

6) Use the three-pronged model (qualititative, quantitative, reader and task) when discussing which texts to use in order to maintain the CCSS's emphasis on text complexity (Appendix A, pp. 2-4).

7) Brainstorm themes to connect the literary and non-fiction texts to the CCSS allowing instruction to occur on multiple standards within a single rich activity.

8) Use the "Course Planning Sheet" to build a long-range instructional plan.

9) Examine current units of study and determine what it will take to "ramp up" the level of rigor and thinking in the CCSS.

10) Examine examples of student work against the criteria in the CCSS grade-specific standards and reach agreement on exemplars of proficient work. Use the student and text exemplars from Appendix B and C to further illustrate the level of rigor expected of the CCSS.

11) Nurture collaborative efforts by providing time for cross-discipline educators to become familiar with and develop a plan for complimentary instruction on shared standards.

COURSE PLANNING SHEET

Course Name:
Identify the course to which the plan applies (e.g., English I).

Text Exemplars/Seminal Pieces:
The Common Core State Standards (CCSS) identify text exemplars for each grade level. A list of Text Exemplars and sample performance tasks for grades 9-10 and 11-12 can be found in the CCSS Appendix B pp. 9-12, pp. 101-129, and pp. 140-171. To address the reading demands in college, workforce training programs, and life in general, the CCSS emphasize using complex texts. Information about text complexity can be found in CCSS Appendix A, pp. 4-5.
The recommendation for your department is to use the handout "Voting Seminal Pieces" and "Seminal Pieces All Grades" to separate the texts listed in each band 9-10 and 11-12 and assign them to a specific grade. For example, determine which books on the 9-10 list will be used in 9th grade and those that will be used in 10th grade.

Summer Reading (optional):
List here those books you want students to have read prior to coming to school. These longer pieces can then be used to support or enhance discussions during the regular school year. These pieces should supplement the text exemplars and seminal pieces that form the foundation of the course.

Themes and Pieces:
The CCSS define what all students are expected to know and be able to do, not how teachers should teach. Furthermore, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. Thus, a thematic and/or interdisciplinary approach to text selection seems appropriate. Galvanize the creativity and expertise to develop themes that connect the skills with the texts in meaningful and authentic ways. Use this space to list the themes and corresponding works that will be used to support your instruction and enrich the curriculum standards. Remember, the CCSS place a heavier emphasis on informational text, especially non-fiction prose. The most important aspect of this section is to begin labeling the Common Core Standards that will fall within your thematic units.

Grammar:
Grammar is addressed specifically in the domain, Language. Pull the collective resources and knowledge within the department to develop both explicit grammar units as well as grammar instruction that occurs within the writing process.

Persuasive:
The college/career readiness expectation for writing is one's ability to express a position/claim/thesis and provide informed and relevant evidence. Teaching argument is new to the Nevada Standards. In addition, the CCSS make the distinction that argument is used for

persuasion and explanations (informational/explanatory) writing is for clarification. To transition from persuasion to argument, be sure to continue instruction on persuasive and propaganda techniques and extend instruction to include claim/counterclaim. Students will continue to take the HSPE in writing until 2014. Consider also the questions or prompts that may serve as practice proficiency prompts.

Expository:
List the expository writing techniques to be taught. Also, list the questions, topics, or prompts that may serve as practice proficiency prompts.

Research:
The CCSS expand the notion of research to include sustained research projects to answer a question or solve a problem as well as shorter pieces that require investigation and inquiry. Identify how research and inquiry will be used in the course.

Literary Analysis:
Form an outline of what needs to be taught, consult the grades 9-12 standards. Consider, too, teaching the skill of analysis as required when writing a response to not only literary text, but also to an author's premise.

College and Career Writing:
Consider real-world expectations for writing and identify the "product" and the skills to teach.

Vocabulary:
Focus here on the tools to decode words. In the CCSS, these skill are identified in L.9-10.3-6 and L.11-12.3-6.

Course Name:
Seminal Pieces:

Summer Reading:

Themes and Pieces:
Thematic Unit Ideas

1. Theme
    a. Text
    b. Text
    c. Text
    d. Text
    e. Text

2. Theme
    a. Text
    b. Text
    c. Text
    d. Text
    e. Text

3. Theme
    a. Text
    b. Text
    c. Text
    d. Text
    e. Text

4. Theme
    a. Text
    b. Text
    c. Text
    d. Text
    e. Text

5. Theme
    a. Text
    b. Text
    c. Text
    d. Text
    e. Text

6. Theme
    a. Text

b. Text
c. Text
d. Text
e. Text

7. Theme
   a. Text
   b. Text
   c. Text
   d. Text
   e. Text

8. Theme
   a. Text
   b. Text
   c. Text
   d. Text
   e. Text

Reading-- (Form an outline of what needs to be taught)
1. Close reading and analysis
2. Reading Strategies (NV 2.0)
3. Craft and Structure
4. Integration of Knowledge and Ideas
5. Text Complexity

Writing-- (Form an outline of what needs to be taught)
6. Persuasive (Argument):
   a. Literary Analysis (Embedded in Argument)
7. Expository (Informational/Explanatory)
8. Narrative/Descriptive (Narrative)
9. Research (Imbedded in CCSS)
10. College and Career Writing:
    a. This section only applies to English 12 Honors and English 12 classes.

Grammar (Language) and Vocabulary (Language)--
1. Standard/topic
2. Standard/topic
3. Standard/topic
4. Standard/topic

Speaking and Listening--(Form an outline of what needs to be taught)
1. Comprehension and Collaboration
   a. Literary Analysis (Embedded in Argument):
   b. Presentation of Knowledge and Ideas

English Teachers:

Attached to this is a list of the seminal pieces. It is your turn to vote on where you think these are best taught. The first page has all 9th and 10th grade options and the second page has all 11th and 12th grade options. Please remember that we, as a department, are trying to meet the needs of our students by moving away from ¾ of our curriculum being long-fiction pieces. Therefore, when voting, **first** place the pieces in one of two grades and, **second**, circle your top three choices for longer fiction. Knowing that our improved curriculum can no longer support four to five longer pieces of fiction, we need to identify the top three at each grade level. In some cases, only two of those top three will be taught.

If you have questions, please email me.

Sincerely,

Your Department Chair

9-10 Grade Seminal Pieces

_____ <u>The Tragedy of Romeo and Juliet</u> by William Shakespeare

_____ "Ozymandias" by Percy Bysshe

_____ "The Raven" by Edgar Allen Poe

_____ "The Gift of the Magi" by O. Henry

_____ <u>The Grapes of Wrath</u> by John Steinbeck

_____ <u>Fahrenheit 451</u> by Ray Bradbury

_____ <u>The Killer Angels</u> by Michael Shaara

_____ <u>The Odyssey</u> by Homer

_____ <u>The Nose</u> by Nikolai Gogol

_____ "I Stand Here Ironing" by Tillie Olsen

_____ <u>The Joy Luck Club</u> by Amy Tan

_____ <u>In the Time of the Butterflies</u> by Julia Alvarez

_____ <u>The Book Thief</u> by Marcus Zusak

_____ <u>The Glass Menagerie</u> by Tennessee Williams*

_____ "Rhinoceros" by Eugene Ionesco

_____ "Master Harold" and the Boys by Athol Fugard

_____ "Sonnet 73" by William Shakespeare

_____ "Song" by John Donne

_____ "We Grow Accustomed to the Dark" by Emily Dickinson

_____ "The Loveliest of Trees" by A.E. Houseman

_____ "Lift Every Voice and Sing" by James Weldon Johnson

_____ <u>The Declaration of Independence</u> by Thomas Jefferson

_____ "Speech to the Second Virginia Convention" by Patrick Henry*

_____ "Second Inaugural Address" and Abraham Lincoln

_____ "State of the Union Address" by Franklin Delano Roosevelt

_____ "I Am an American Day Address" by Learned Hand

_____ "Remarks to the Senate in Support of a Declaration of Conscience" by Margaret Chase Smith

_____ <u>I Know Why the Caged Bird Sings</u> by Maya Angelou

_____ "Hope, Despair and Memory" by Elie Wiesel

_____ "Address to Students at Moscow State University" by Ronald Reagan

_____ "A Quilt of a Country" by Anna Quindlen

11-12 Grade Seminal Pieces

_____ The Tragedy of Macbeth by William Shakespeare

_____ "Ode on a Grecian Urn" by John Keats

_____ Jane Eyre by Charlotte Bronte

_____ "Because I Could Not Stop for Death" by Emily Dickinson

_____ The Great Gatsby by F. Scott Fitzgerald*

_____ Their Eyes Were Watching God by Zora Neale Hurston

_____ A Raisin in the Sun by Lorraine Hansberry

_____ The Namesake by Jhumpa Lahiri

_____ The Crisis by Thomas Paine

_____ Walden by Henry David Thoreau

_____ "Society and Solitude" by Ralph Waldo Emerson

_____ Google Hacks: Tips and Tools for Smarter Searching by Tara Calishan and Rael Dornfest

_____ Pride and Prejudice by Jane Austen

_____ "Home" by Anton Chekhov

_____ The Adventures of Augie March by Saul Bellow

_____ The Bluest Eye by Toni Morrison

_____ Dreaming in Cuban by Cristina Garcia

_____ The Importance of Being Earnest by Oscar Wilde

_____ Death of a Salesman by Arthur Miller

_____ "A Valediction Forbidding Mourning" by John Donne

_____ "Song of Myself" by Walt Whitman

_____ "Mending Wall" by Robert Frost

_____ "The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer

_____ "Society and Solitude" by Ralph Waldo Emerson

_____ "The Fallacy of Success" by G.K. Chesterton

_____ The American Language, 4th ed. by H.I. Mencken

_____ Black Boy by Richard Wright

_____ "Politics and the English Language" by George Orwell

_____ "Abraham Lincoln and the Self-Made Myth" by Richard Hofstadter

_____ "Letter from Birmingham Jail" by Martin Luther King, Jr.

_____ "Mother Tongue" by Amy Tan

_____ "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya