

Shifting to the Common Core State Standards



How Do Fearless Leaders Approach Common Core Standards?

- ▶ <http://inservice.ascd.org/books/how-do-fearless-leaders-approach-common-core-standards/>

Common Core State Standards for English
Language Arts
&
Literacy in History/Social Studies, Science,
and Technical Subjects

<http://www.corestandards.org/>



Common Core State Standards for ELA/
Literacy

Introduction

K-5 ELA/Literacy and 6-12 ELA

- ▶ Reading Standards
- ▶ Writing Standards
- ▶ Speaking and Listening Standards
- ▶ Language Standards

**6-12 History/Social Studies, Science, & Technical
Subjects**

- ▶ Reading Standards
- ▶ Writing Standards



Common Core State Standards for ELA/ Literacy

Appendix A

- ▶ Research Supporting Key Elements of the Standards
 - ▶ Text Complexity
 - ▶ Writing Text Types
 - ▶ Glossary of Terms

Appendix B

- ▶ Text Exemplars & Sample Performance Tasks

Appendix C

- ▶ Samples of Student Writing



CCSS Goal All Students College- and Career-Ready

- ▶ Demonstrate independence
- ▶ Build strong content knowledge
- ▶ Adjust communication for audience, task, purpose, and discipline
- ▶ Comprehend as well as critique
- ▶ Value evidence
- ▶ Employ technology and digital media strategically and capably
- ▶ Understand other perspectives and cultures

CCSS, Introduction, p. 7



Instruction Aligned to the Common Core State Standards

- ▶ What will classroom instruction look like using the CCSS for ELA/Literacy?
- ▶ How will classroom instruction change using the CCSS for ELA/Literacy?



Changes in Classroom Practice

- | | |
|------------------------|--|
| ▶ Teacher-centered | ▶ Student-centered |
| ▶ Discrete lessons | ▶ Connected lessons for deep learning on a topic |
| ▶ Teach isolated texts | ▶ Use texts to gain deep understanding |
| ▶ Test over the text | ▶ Communicate understanding about topics orally and in writing |



Key Shifts in ELA/Literacy

- ▶ **Complexity**
 - ▶ Regular practice with **complex text** and its **academic vocabulary**
- ▶ **Evidence**
 - ▶ Reading and Writing grounded in **evidence from text**
- ▶ **Knowledge**
 - ▶ **Building knowledge** from **content-rich nonfiction** and **informational texts**



Arkansas's Big Shifts

- ▶ Appropriate Text Complexity
- ▶ Increased Reading of Informational Texts
- ▶ Disciplinary Literacy
- ▶ Close Reading
- ▶ Text-dependent Questions
- ▶ General Academic & Domain-specific Vocabulary
- ▶ Argumentative Writing
- ▶ Short & Sustained Research Projects



Design of the Arkansas's Big Shifts Document

- ▶ Identifies the big shifts
- ▶ Describes student learning behaviors associated with the big shifts
- ▶ Includes supporting documentation from
 - ▶ CCSS
 - ▶ Publishers' Criteria for K-2 & 3-12
 - ▶ Model Content Frameworks for Grades 3-11, version 2.0

Link to Curriculum & Instruction Wiki Homepage

- ▶ [http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-\(CCSS\)-Wiki-Homepage](http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-(CCSS)-Wiki-Homepage)



Appropriate Text Complexity R.10

- ▶ All students through individual reading, paired reading, group activities, read alouds
- ▶ Progressions of texts that overlap, challenge, and motivate
- ▶ Sophisticated language, vocabulary, and structures
- ▶ Lends itself to complex tasks and rich vocabulary
- ▶ Develops mature language skills and conceptual knowledge



Increased Reading of Informational Texts

RI.10, RHS.10, RST.10

- ▶ Elementary: 50/50 balance across the school year
- ▶ High School: 70/30 across the disciplines and the school year
- ▶ Emphasize arguments over narrative structures
- ▶ Increased literary nonfiction in ELA classes
- ▶ Should build a coherent body of knowledge within and across grades



Disciplinary Literacy

RHS.1-10, RST.1-10, WHSST.1, 2, 3, 9, 10

- ▶ A shared responsibility
- ▶ K-5 students build a foundation of rich content knowledge through coherently structured curriculum
- ▶ 6-12 students evaluate intricate arguments, synthesize complex information, follow detailed descriptions of events and concepts, and differentiate primary and secondary sources
- ▶ Assert and defend claims; historical, scientific, and technical reports; narrative descriptions of individuals, events, and procedures



Close Reading

R.1

- ▶ Close reading and gathering knowledge from specific texts must be at the heart of classroom activities, reflecting on
 - ▶ meanings of individual words and sentences
 - ▶ the order in which sentences unfold
 - ▶ the development of ideas over the course of the text
- ▶ Aligned curriculum should explicitly direct students to re-read challenging portions of the text
- ▶ Multiple readings allow students to glean information, gather evidence, and build knowledge
- ▶ Full comprehension of individual texts aids in comparison and synthesis of multiple sources



Text-dependent Questions

R.1-9, W.9, SL.4

- ▶ Cite specific evidence when offering an oral or written interpretation of a text
- ▶ Do not require information or evidence from outside the text or texts
- ▶ High-quality sequences of text-dependent questions
 - ▶ Cultivate mastery of the specifics of a text; require students to demonstrate that they can follow the details of what is explicitly stated
 - ▶ Require inference based on evidence in the text; make valid claims that square with all the evidence in the text
 - ▶ Make comparisons with other texts; synthesize information across texts to build knowledge about a topic



General Academic & Domain-specific Vocabulary

L.4-6

- ▶ Multiple exposures to targeted vocabulary words in authentic contexts
- ▶ General Academic – Tier Two Words
 - ▶ Found across many types of texts, highly generalizable
 - ▶ Build fluency, improve reading comprehension, and prepared students to access a wide range of complex texts
- ▶ Domain-specific – Tier Three Words
 - ▶ Key to understanding a new concept within a text
 - ▶ Far more common in informational texts than in literature



Argumentative Writing

W.1, 9

- ▶ Model Content Frameworks: 30% (3-5); 35% (6-8); 40% (9-11)
- ▶ In ELA, make claims about the worth or meaning of a literary work or works and defend interpretations or judgments with evidence from the text(s)
- ▶ In history/social studies, analyze evidence from multiple primary and secondary sources to advance a claim and argue for a historically or empirically situated interpretation
- ▶ In science, make claims in the form of statements or conclusions that answer questions or address problems, using data in a scientifically acceptable form, to argue in support of their claims



Short and Sustained Research Projects W.7-9, R.1-9 (also, SL.1-6, L.4-6)

- ▶ Become adept at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and cogent manner
- ▶ Build and integrate knowledge while developing expertise on various topics



Big Changes

- ▶ Content Knowledge Needed for Some Teachers
- ▶ Pedagogical Practices of Teachers
- ▶ Administrator's Expectations of Teachers
- ▶ Teacher Education Programs
- ▶ Professional Development
- ▶ Policy Changes



Resources for Understanding the Big Shifts in Instruction and Assessment

Arkansas Department of Education

<http://www.commoncorearkansas.org/resources/>

- ▶ Videos, including Hunt Institute
- ▶ Presentations
- ▶ Resources to aid in implementation
- ▶ Curriculum & Instruction Wiki
- ▶ What Every Arkansas Educator Needs to Know about the CCSS
- ▶ Crosswalks



Resources for Understanding the Big Shifts in Instruction and Assessment

- ▶ **ADE Curriculum & Instruction CCSS Wiki:**
[http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-\(CCSS\)-Wiki-Homepage](http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-(CCSS)-Wiki-Homepage)
 - ▶ Arkansas's Big Shifts
- ▶ **Student Achievement Partners:** <http://www.achievethecore.org/>
 - ▶ Key Shifts
 - ▶ Close Reading
 - ▶ Guide to Creating text-dependent Questions
- ▶ **CCSS:** <http://corestandards.org/resources>
 - ▶ Supplemental Information for Appendix A
 - ▶ Publishers' Criteria for ELA/Literacy K-2 (revised May 2012)
 - ▶ Publishers' Criteria for ELA/Literacy 3-12 (revised April 2012)
- ▶ **PARCC:**
<http://www.parcconline.org/parcc-model-content-frameworks>
 - ▶ Model Content Frameworks
 - ▶ Coming!!!! Model Instructional Units (using the Tri-State Rubric)
- ▶ **Achieve:** <http://www.achieve.org/EQuIP>
 - ▶ Tri-State Rubric



Resources for Understanding the Big Shifts in Instruction and Assessment

Student Achievement Partners

<http://www.achievethecore.org/steal-these-tools/professional-development-modules>

- ▶ ELA/Literacy Shifts Module
- ▶ Text-Dependent Questions Module

ASCD Educare <http://educore.ascd.org/>

- ▶ Links to CCSS Websites
- ▶ CCSS Video Library
- ▶ Literacy Resources

Arkansas Ideas <http://ideas.aetn.org/commoncore>

- ▶ Disciplinary Literacy
- ▶ Close Reading



Text Complexity and Close Reading



Complex Text and Close Reading

Effective close reading hinges on choosing a grade-level text with the appropriate complexity.



Three Measures of Text Complexity



Text Complexity Tools from CCSSO

“Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity”

http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Text Complexity Tools from Student Achievement Partners

Quantitative measures

<http://www.achievethecore.org/steal-these-tools/text-complexity/quantitative-measures>

Qualitative measures

<http://www.achievethecore.org/steal-these-tools/text-complexity/qualitative-measures>



Text Complexity: Qualitative Measures Rubrics

- ▶ Informational Texts
- ▶ Literary Texts

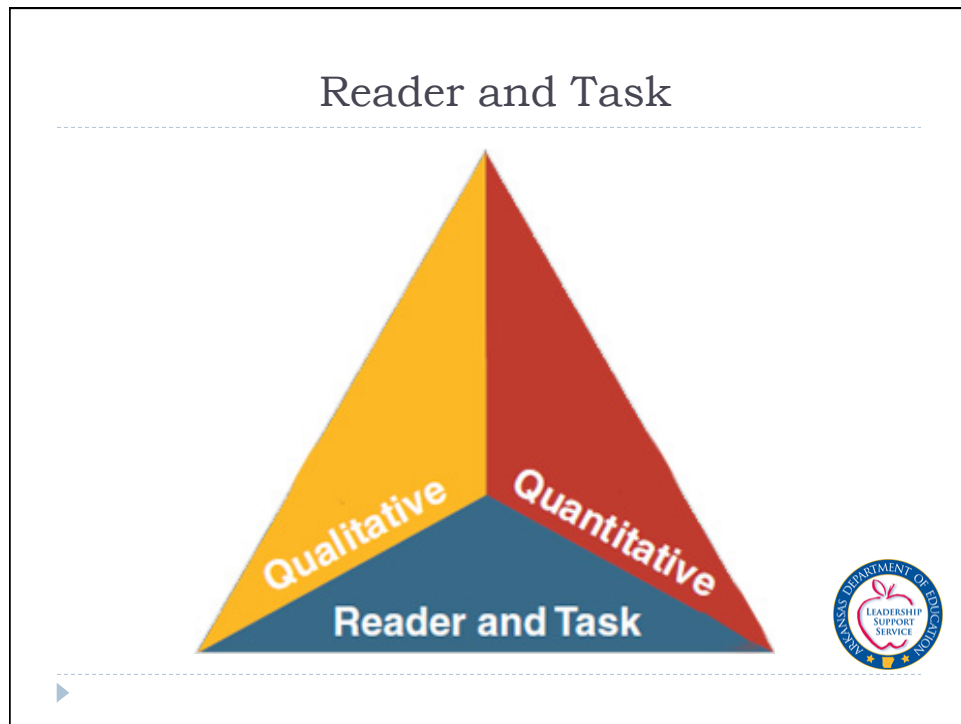
http://groups.ascd.org/resource/documents/122463-CCSS_Text_Complexity_webinar_handout_3.pdf



Text Complexity Tools from PARCC

- ▶ Informational Complexity Analysis Worksheet
- ▶ Literary Complexity Analysis Worksheet
- ▶ <http://www.in.gov/idoa/proc/bids/RFP-13-29/>





- Close Reading
- ▶ Lincoln's Gettysburg Address
 - ▶ Grades 9-10 Literary Nonfiction
 - ▶ Newton's Third Law of Motion
 - ▶ Grades 6-8 Informational Text

PARCC Model Content Frameworks Version 2.0—August 2012



An Aligned System


Common Core State Standards

Model Content Frameworks

Model Instructional Lessons/Units


PARCC Assessment System





Public Feedback and revisions

- Corrected a few typos
- Provided a few clarifications
- Added a glossary to the online Model Content Frameworks (<http://www.parcconline.org/mcf/ela/parcc-model-content-frameworks-browser>)
- Revised definition of narrative writing
- Revised the Model Content Frameworks chart



Purpose and Audience of the Model Content Frameworks

Purpose

- Inform development of PARCC assessments
- Support implementation of the Common Core State Standards

Audience

- State and local curriculum directors
- Teachers and building administrators

A Model for Curriculum Developers and Teachers

- ▶ Illustrates one way of organizing the content of the standards over the course of the school year
- ▶ Reflects the key shifts in the standards
- ▶ Provides insight into the development of the PARCC Assessment System
- ▶ Presents standards in an integrated fashion
- ▶ Weaves standards into modules that progressively develop student understanding
- ▶ Focuses on essential knowledge, skills, and understandings students must develop for college and career readiness

Note: The Frameworks are not complete guide for curriculum.



MCF Introduction: Connections to the PARCC Assessment System

Supports PARCC Assessment System through

- ▶ Reading complex texts
- ▶ Writing effectively when using and/or analyzing sources
- ▶ Conducting and reporting on research
- ▶ Speaking and listening
- ▶ Language use for reading, writing, and speaking

Places emphasis on regular opportunities to

- ▶ Grapple with close, analytic reading of grade-level complex texts
- ▶ Construct increasingly sophisticated responses in writing



MCF Introduction: Structure of Grade-Level Frameworks

Grade-Level Frameworks divided into four sections

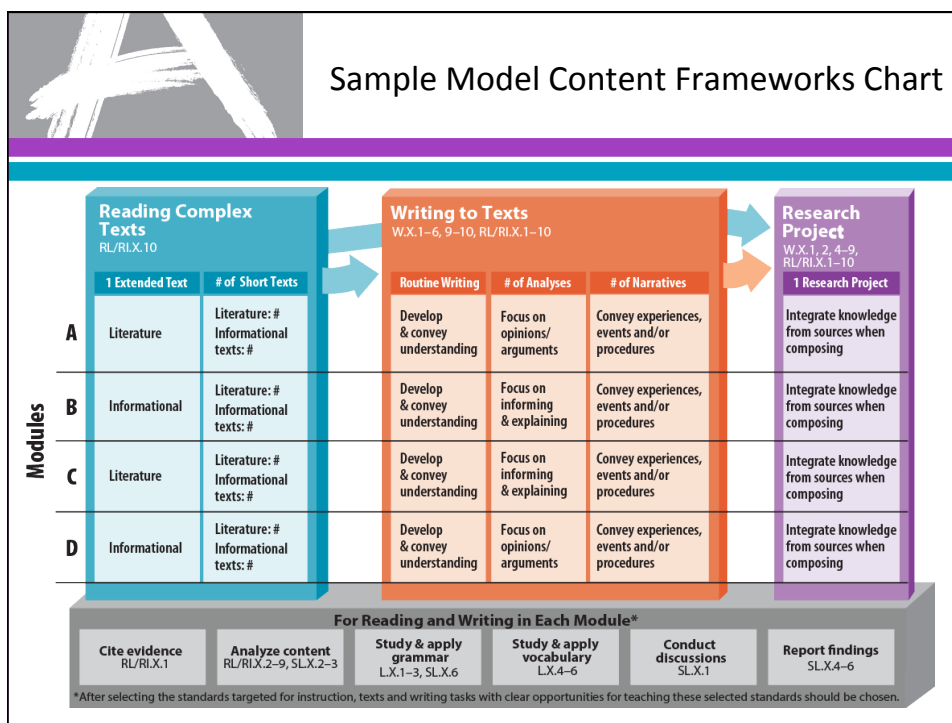
- ▶ Narrative Summary of the ELA Standards
- ▶ The Model Content Framework
- ▶ Key Terms and Concepts for the Model Content Framework Chart
- ▶ Writing and Speaking and Listening Standards Progressions Charts



Narrative Writing

In Writing to Texts, two distinct forms:

NARRATIVE STORY	NARRATIVE DESCRIPTION
<ul style="list-style-type: none"> • Real or imagined situations • Uses time as its structure • Includes creative fiction, memoirs, anecdotes, biographies, and autobiographies 	<ul style="list-style-type: none"> • Creates a vivid impression of a person, phenomenon, event, or procedure • In history/social studies, might include descriptions about individuals and events • In sciences, might include descriptions of step-by-step procedures of investigations so others can replicate and test results



PARCC Model Content Frameworks and Item Prototypes

Video recording of the presentation by writers of the PARCC Model Content Frameworks and Achieve
August 2012

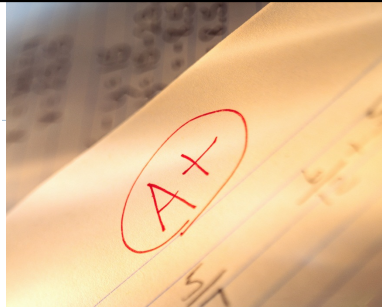
► <http://www.youtube.com/watch?v=QaKeijNRQiw>

Model Content Frameworks

► <http://parcconline.org/parcc-model-content-frameworks>


Item Prototypes

► <http://parcconline.org/samples/item-task-prototypes>




The PARCC Assessment System for ELA/Literacy






The PARCC Goals

1. Create high-quality assessments
2. Build a pathway to college and career readiness for ***all*** students
3. Support educators in the classroom
4. Develop 21st century, technology-based assessments
5. Advance accountability at all levels
6. Build an assessment that is sustainable and affordable



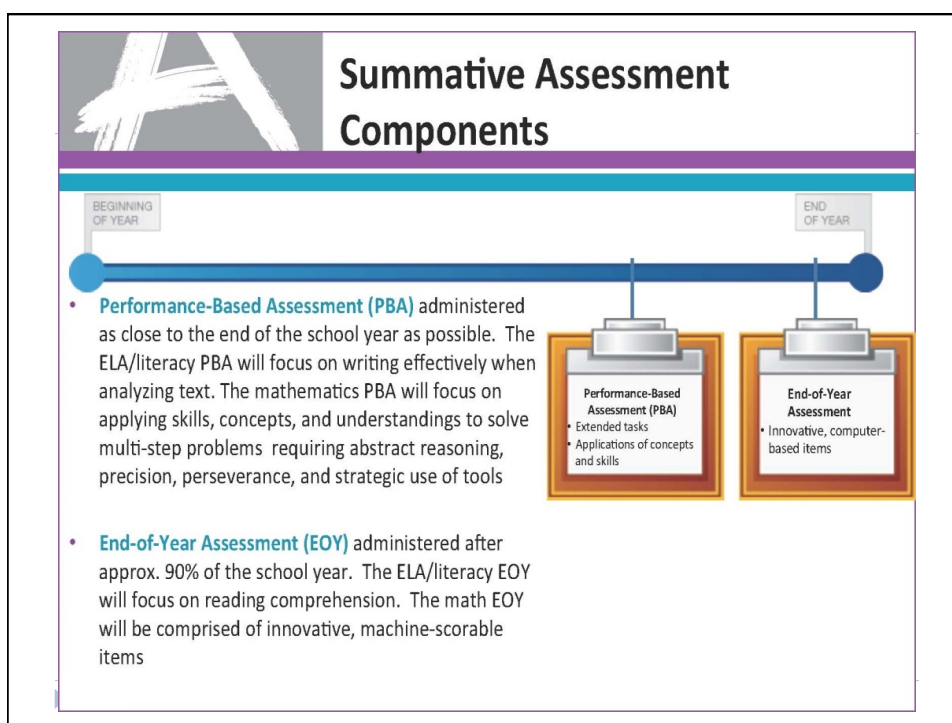
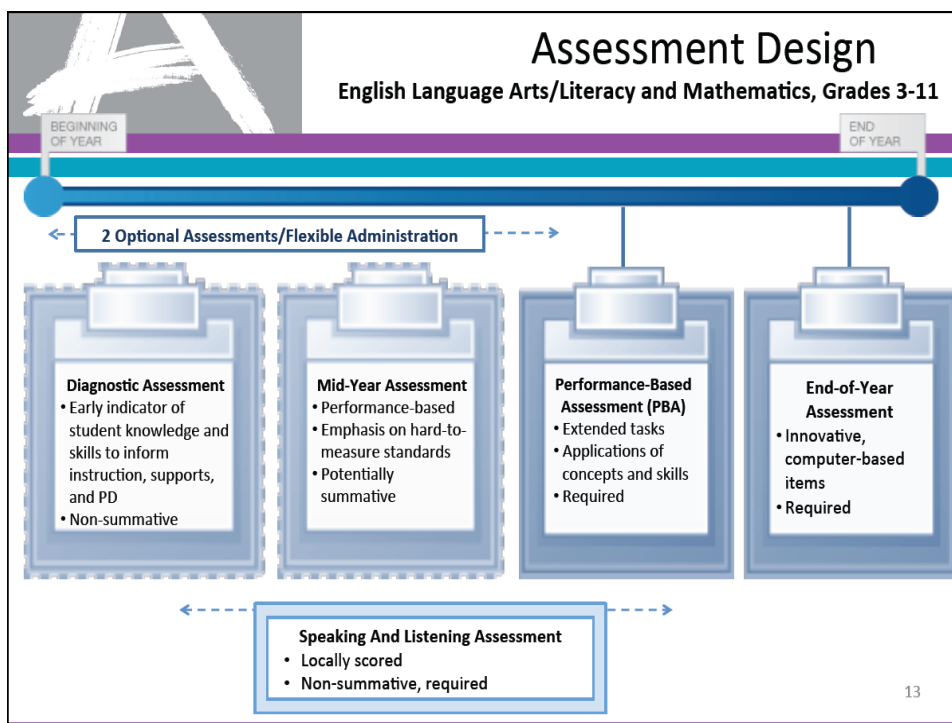
Goal #3: Instructional Supports and Tools

Model Content Frameworks	<ul style="list-style-type: none"> Support <i>implementation of the CCSS</i>; support development of assessment blueprints; provide <i>guidance</i> to state, district- and school-level curriculum leaders in the development of aligned instructional materials Released November 9, 2011; Re-Release late June; Final in August. www.parcconline.org/parcc-content-frameworks
Professional Learning Modules	<ul style="list-style-type: none"> Provide educators with examples of ways to <i>implement the CCSS</i> in schools; allow for the development and <i>sharing of ideas</i> for instructional implementation of the CCSS; encourage development of additional <i>PARCC tools</i> Expected <i>Spring 2013</i>



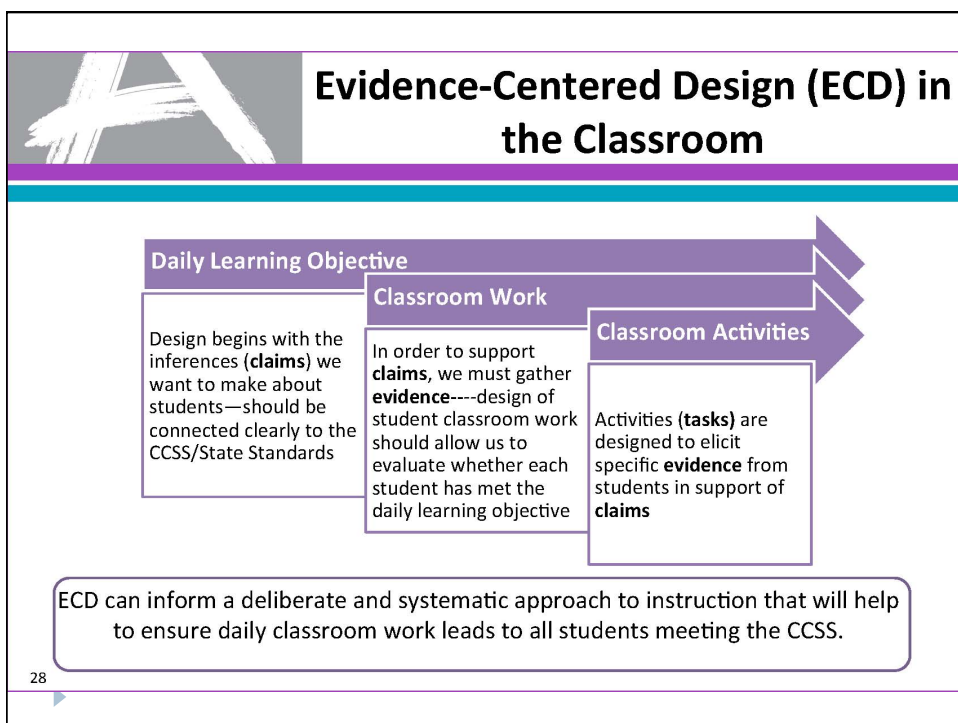
Goal #3: Supports and Tools (continued)

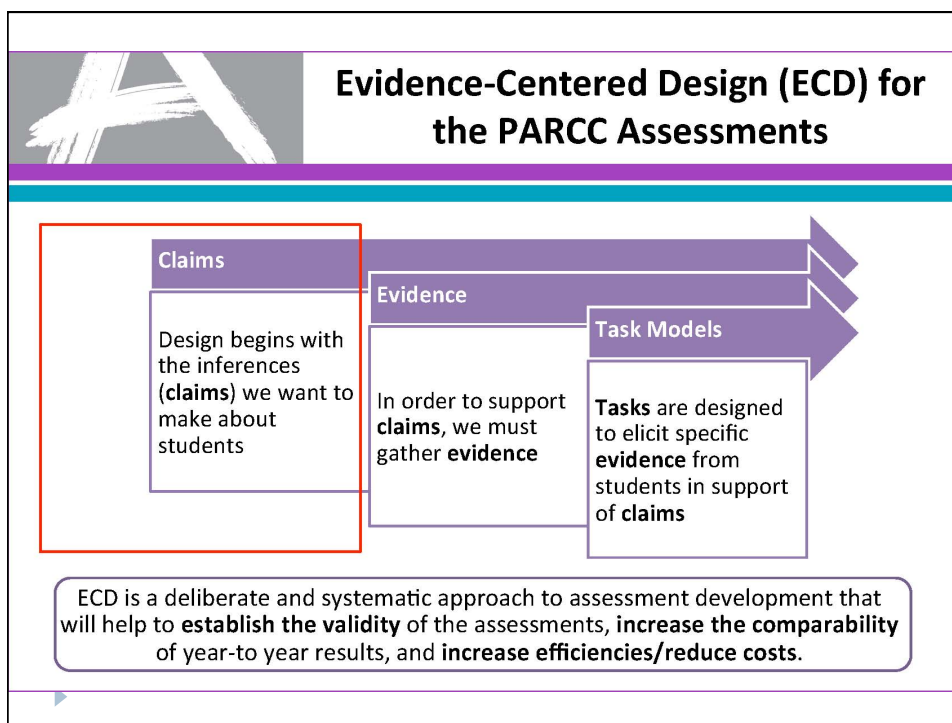
Item and Task Prototypes	<ul style="list-style-type: none"> Develop models of innovative, online-delivered items and rich performance tasks proposed for use in the PARCC assessments. Expected <i>Summer 2012</i>
Partnership Resource Center	<ul style="list-style-type: none"> One-stop shop for PARCC resources; provide an <i>online warehouse for all PARCC tools and</i> resources as well as other instructional material being developed by PARCC states and districts and national organizations Expected <i>Spring 2013</i>
Professional Development Modules	<ul style="list-style-type: none"> Develop professional development modules focused on assessments to help teachers, school and district leaders, and testing coordinators <i>understand the new assessment system</i> and <i>use of the data</i> Expected <i>Fall 2013</i>



CCSS/PARCC

Instruction and Assessment Aligned to the Standards





What is Different about PARCC's Development Process?

DRAFTS in Appendix A:

- ▶ Evidence Statements developed for Reading and Language (PBA, EOY)
- ▶ Generic Rubrics developed for Writing (PBA)
- ▶ Task Generation Models outline performance tasks (PBA)
- ▶ Common Form Specifications for Performance (PBA)

Can be accessed through the RFP for Item Tryouts

- ▶ <http://www.in.gov/idoa/proc/bids/RFP-13-29/>

What is Different about PARCC's Development Process?

- ▶ PARCC states first developed the Model Content Frameworks to provide guidance on key elements of excellent instruction aligned with the Standards.
- ▶ Frameworks informed the assessment blueprint design

So, for the first time...

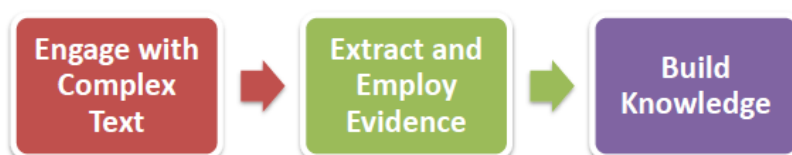
- ▶ PARCC is communicating in the same voice to teachers as it is to assessment developers!
 - ▶ PARCC is designing the assessments around the exact same critical content the standards expect of teachers and students.
-

PARCC's Fundamental Advance

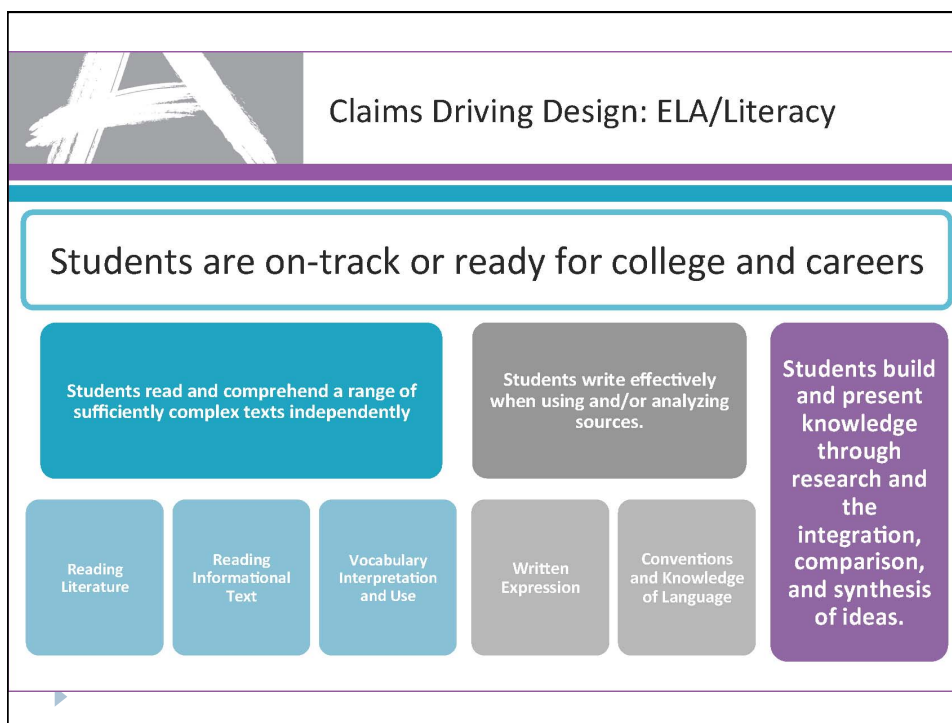
PARCC is designed to *reward quality instruction aligned to the Standards*, so the assessment is worthy of preparation rather than a distraction from good work.

PARCC ELA/Literacy Assessment

Shifts at the Heart of the PARCC Design



The CCSS Shifts Build Toward College and Career Readiness for All Students



PARCC's Core Commitments to ELA/ Literacy Assessment Quality

Texts Worth Reading: The assessments will use authentic texts worthy of study instead of artificially produced or commissioned passages.

Questions Worth Answering: Sequences of questions that draw students into deeper encounters with texts will be the norm (as in an excellent classroom), rather than sets of random questions of varying quality.

Better Standards Demand Better Questions: Instead of reusing existing items, PARCC will develop custom items to the Standards.

Fidelity to the Standards (now in Teachers' hands): PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

Texts Worth Reading?

- **Range:** Reading across the disciplines and helping to satisfy the split of informational text to literature at each grade band.
- **Quality:** The passages include content-rich literature and informational texts.
- **Complexity:** Quantitatively and qualitatively, the passages have been validated and deemed suitable for use at each grade level.

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Every Question Requires Supporting Evidence

Students' Command of Evidence with Complex Texts is at the Core of Every Part of the Assessment!

SO...

Two standards are always in play—whether they be reading or writing items, selected-response or constructed-response items on any one of the four components of PARCC. They are:

- ✓ Reading Standard One (Use of Evidence)
- ✓ Reading Standard Ten (Complex Texts)

Three Innovative Item Types

Evidence-Based Selected Response (EBSR)—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.

Technology-Enhanced Constructed Response (TECR)—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).

Range of Prose Constructed Responses (PCR)—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are four of these items on each annual performance-based assessment.

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Grade 10 Evidence-Based Selected-Response Item

Part A: Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

- a. Striving to achieve one's dreams is a worthwhile endeavor.
- b. The thoughtlessness of youth can have tragic results.*
- c. Imagination and creativity bring their own rewards.
- d. Everyone should learn from his or her mistakes.

Part B: Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

- a. "and by his playfulness retard the work/his anxious father, planned" (lines 310-311)*
- b. "But when at last/the father finished it, he poised himself" (lines 312-313)
- c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329)
- d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)*
- e. "and, bold in vanity, began to soar/rising above his wings to touch the skies" (lines 350-351)*
- f. "and as the years went by the gifted youth/began to rival his instructor's art" (lines 376-377)
- g. "Wherefore Daedalus/enraged and envious, sought to slay the youth" (lines 384-385)
- h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall" (lines 395-396, 399)

Grade 6 Technology-Enhanced Constructed-Response Item (TECR)

Part A: Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

- a. reckless
- b. lively
- c. imaginative*
- d. observant*
- e. impatient
- f. confident

Part B: Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C: Find a second sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Grade 6 Prose Constructed-Response Item (PCR)

SAMPLE ITEM

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

Answer:

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PARCC Performance-Based Assessment with EBSR, TECR, and PCR Items

Literary Analysis Task: Students asked to read complex texts and compose an analytic essay

Narrative Task: Students asked to write a story; detail a scientific process; write a historical account; or describe an account of events, scenes, or objects.

Research Simulation Task: Students asked to analyze a topic presented through several texts, including an anchor text that introduces the topic. Students will answer series of questions and write two analytic essays.



Understanding the Literary Analysis Task

- Students carefully consider two literary texts worthy of close study.
- They are asked to answer a few EBSR and TECR questions about each text to demonstrate their ability to do close analytic reading and to compare and synthesize ideas.
- Students write a literary analysis about the two texts.



Understanding the Narrative Writing Task

- ▶ Students read one brief text and answer a few questions to help clarify their understanding of the text(s).
- ▶ Students then write either a narrative story or a narrative description (e.g., writing a historical account of important figures; detailing a scientific process; describing an account of events, scenes, or objects).

Understanding the Research Simulation Task

Session 1:

- Students begin by reading an anchor text that introduces the topic. EBSR and TECR items ask students to gather key details about the passage to support their understanding.
- Then, they write a summary or short analysis of the piece.

Session 2:

- Students read two additional sources (may include a multimedia text) and answer a few questions about each text to learn more about the topic so they are ready to write the final essay and to show their reading comprehension.
- Finally, students mirror the research process by synthesizing their understandings into an analytic essay using textual evidence from several of the sources.

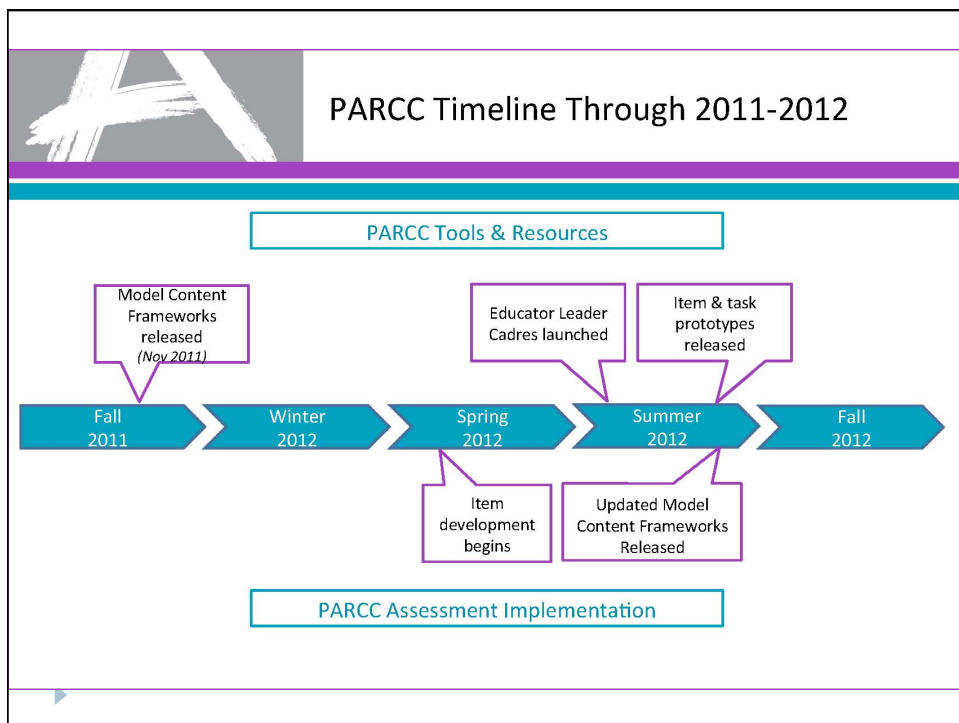
Understanding the End-of-Year Assessment

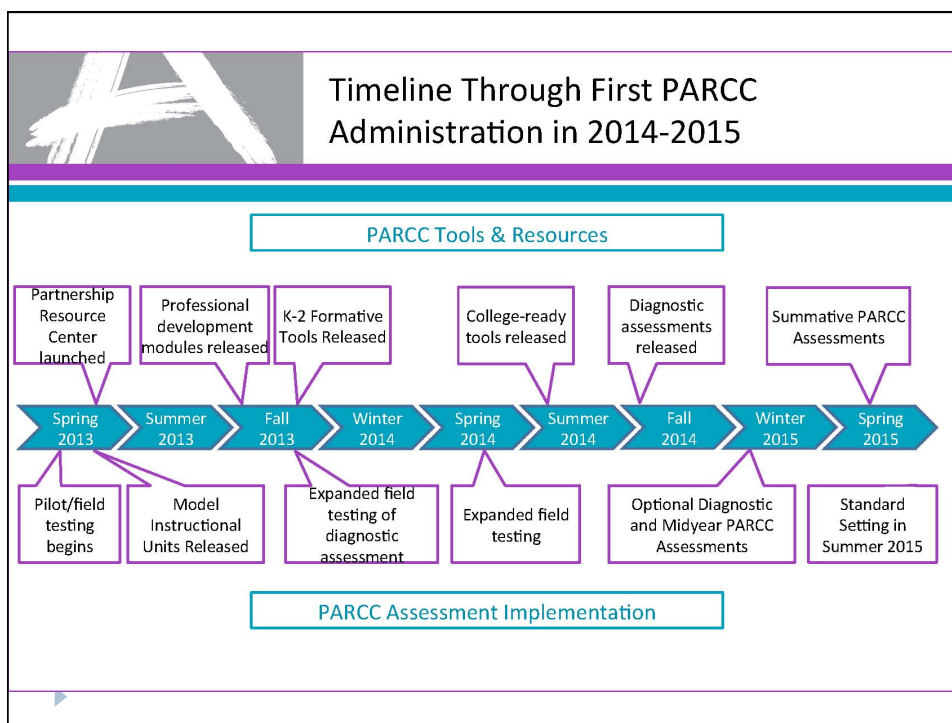
- ▶ Students will be given several passages to read closely.
- ▶ EBSR and TECR questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in thorough comprehension of the concepts to provide models for the regular course of instruction.
- ▶ Will draw on higher order skills such as critical reading and analysis, the comparison and synthesis of ideas within and across texts, and determining the meaning of words and phrases in context.

PARCC Item Prototypes

- ▶ <http://parcconline.org/samples/item-task-prototypes>

PARCC Timeline





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- ▶ **College- and Career-Ready Determination Policy and Policy Level PLDs**

- ▶ Level 5: Distinguished command of knowledge, skills, and practices
- ▶ Level 4: Strong command

<http://parcconline.org/CCRD>

