



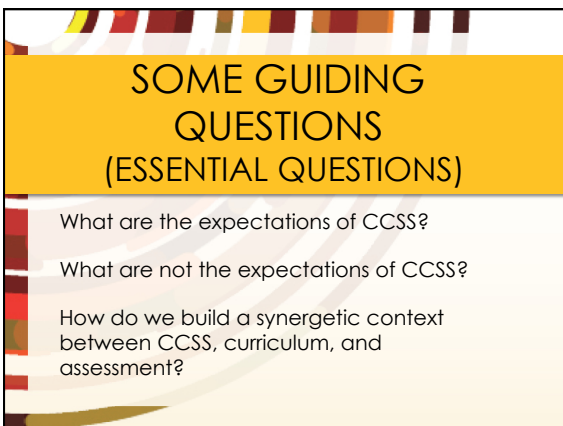
Sea Change: Common Core
State Standards and 21st
Century Career and
College Readiness

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AGENDA FOR TODAY

- College and Career Readiness Skills and the 21st Century Skills
- Textual Complexity and Interdisciplinary Literacy
- Close Reading and Examination of PARCC Assessments
- Examining Current Curriculum and Assessing for Common Core State Standards Alignment



**SOME GUIDING
QUESTIONS
(ESSENTIAL QUESTIONS)**

- What are the expectations of CCSS?
- What are not the expectations of CCSS?
- How do we build a synergetic context between CCSS, curriculum, and assessment?

What do we already know about Common Core State Standards?

THINK-PAIR-SHARE ACTIVITY
Directions: Turn to a neighbor (or 2) and discuss what you already know about CCSS for about 2 minutes.

**What do we know about CCSS?
The 21st Century 3 Rs**

Designed to be **robust, relevant,** and **rigorous.**

Robust: higher level thinking

Relevant: engagement, student involvement, brain-based research

Rigorous: high expectations, critical thinking, challenging thinking

WHAT IS NOT INCLUDED:

Prescribe specific instructional strategies and/or curriculum.

Interventions for students who are performing below grade level or who have special needs.


Support for English Language Learners (ELL)

21st Century Skills

PROBLEM SOLVING
TEAM WORK
ENTREPRENEURSHIP
RESEARCH
CRITICAL THINKING

CCSS FRAMEWORK

Your curriculum and assessment are the “guts” and CCSS is the overall design.



Activity

- We are going to move into grade level groups:

Activity: As You Read the Standards

Why is it structured in this way?

What does the language suggest?

What do you learn about the Standards in the introduction?

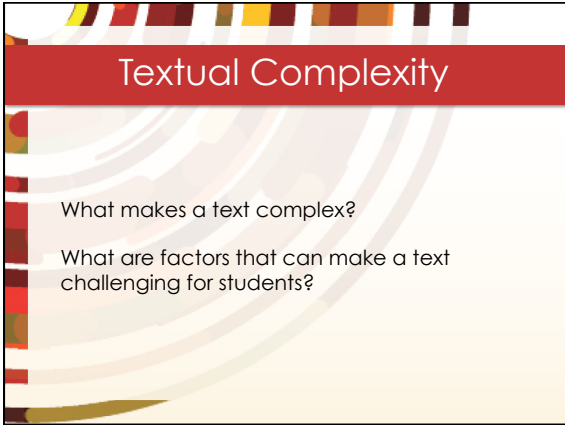
What information and why is the information included in the appendices?

Looking at the Structure and Hierarchy of CCSS

Do the competencies have to be taught in the order presented in the document?

Answer: No! The competencies are a guideline for ongoing instruction and are NOT intended to be units, activities, or skills. The competencies are NOT intended to be a grocery list of content skills that are taught and then checked off.

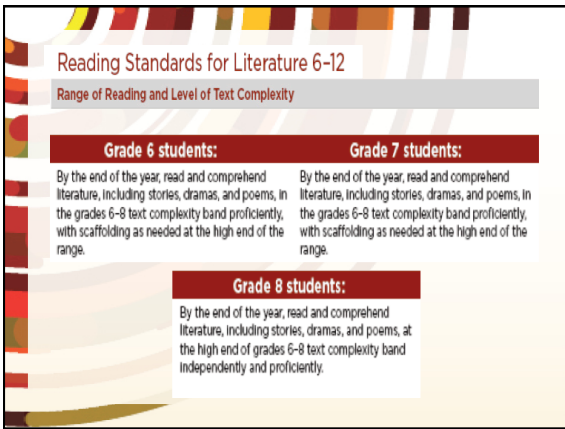
Textual Complexity and Interdisciplinary Literacy



Textual Complexity

What makes a text complex?

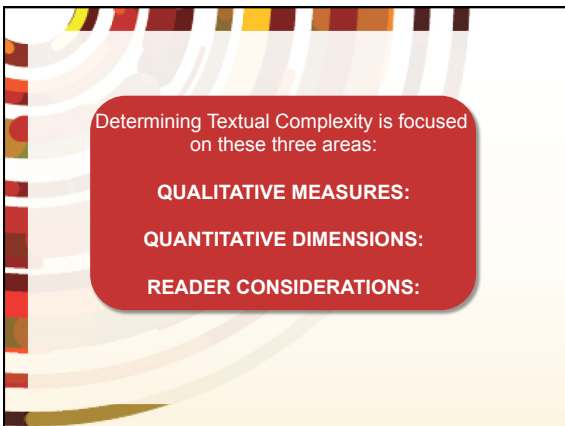
What are factors that can make a text challenging for students?



Reading Standards for Literature 6-12

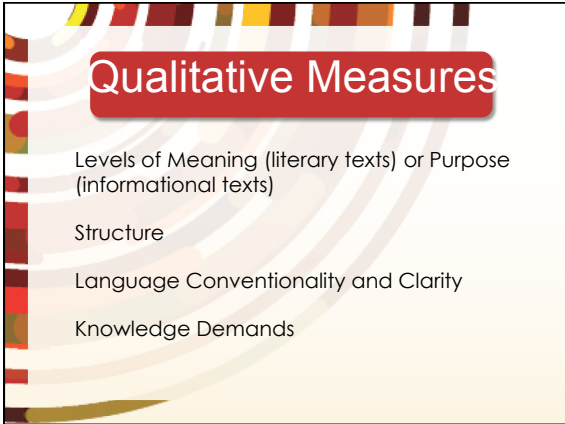
Range of Reading and Level of Text Complexity

Grade 6 students:	Grade 7 students:
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 8 students:	
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	



Determining Textual Complexity is focused on these three areas:

- QUALITATIVE MEASURES:**
- QUANTITATIVE DIMENSIONS:**
- READER CONSIDERATIONS:**



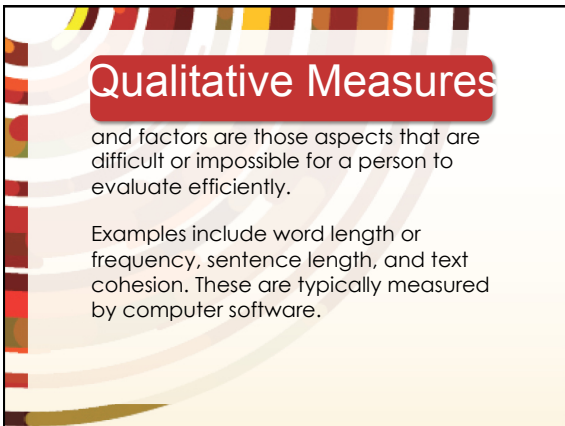
Qualitative Measures

Levels of Meaning (literary texts) or Purpose (informational texts)

Structure

Language Conventionality and Clarity

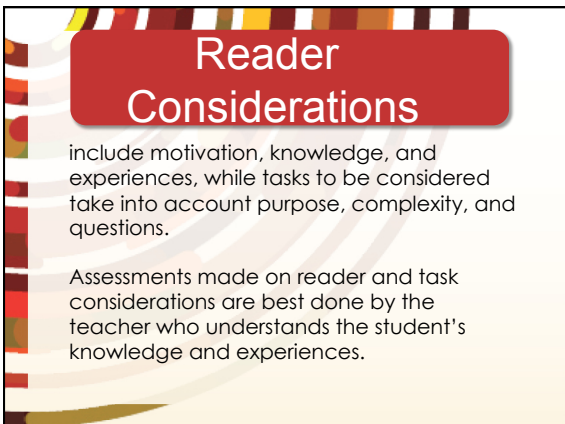
Knowledge Demands



Qualitative Measures

and factors are those aspects that are difficult or impossible for a person to evaluate efficiently.

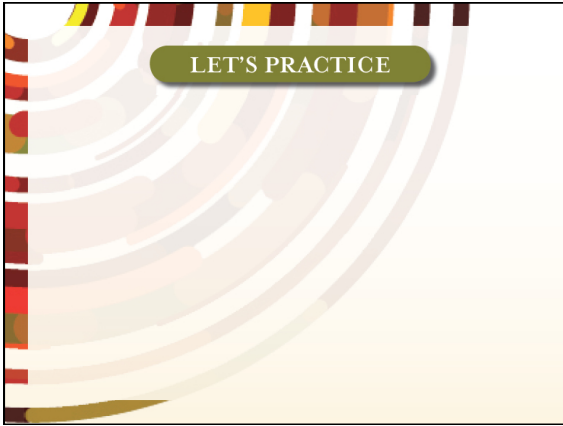
Examples include word length or frequency, sentence length, and text cohesion. These are typically measured by computer software.



Reader Considerations

include motivation, knowledge, and experiences, while tasks to be considered take into account purpose, complexity, and questions.

Assessments made on reader and task considerations are best done by the teacher who understands the student's knowledge and experiences.



A diagram showing a 3D pyramid with three faces. The left face is labeled "Qualitative", the right face is labeled "Quantitative", and the bottom face is labeled "Reader and Task".

Step 1: Quantitative Measures

Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion


A table with three columns: "Text Complexity Grade Bands", "Suggested Lexile Range", and "Suggested ATOS Book Level Range**". The table has six rows of data.

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

MORE RESOURCES FROM LEXILE 

- Overview video <http://www.lexile.com/about-lexile/lexile-video/>
- "What Does the Lexile Measure Mean?" <http://lexile.com/uploads/downloadablepdfs/WhatDoesTheLexileMeasureMean.pdf>
- "Lexile Measures and the Common Core State Standards" <http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/>
- KSDE Lexile Resource Page <http://www.ksde.org/Default.aspx?tabid=3670>
- Kansas Lexile Map <http://www.ksde.org/LinkClick.aspx?fileticket=LoE9gJxEzAc%3d&tabid=3670&mid=8721>

Finding a ATOS Book Level for Text: <http://www.arbookfind.com/>

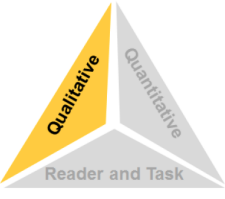


The screenshot shows the AR BookFinder website interface. At the top, there is a navigation bar with 'Home | English - Español | About Us | Help'. Below this, there are tabs for 'Teacher/Librarian', 'Quick Search', 'Advanced Search', and 'Collections'. The 'Quick Search' tab is active. On the left, there is a section titled 'Enter Keycode' with a 'Go' button. A red circle highlights this 'Go' button. The main content area includes a search prompt: 'You can search for book titles based on authors, topics, or titles of books. Just type what you want to search for in the blank field above and click Go. You will then be able to sort your search results, select book titles to add to your AR BookBag, print a list of your search results, or start a new search.' Below this, there are two promotional banners: 'What Books Are Students in Grades 1-12 Reading?' and 'Extraordinary Educators Newsletter'.



This screenshot is identical to the one above, showing the AR BookFinder website. However, a red arrow points to the 'Go' button in the search area, which is located to the right of the search input field. The rest of the page content, including the navigation bar, tabs, and promotional banners, is the same as in the previous screenshot.

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
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11-CCR	1215L – 1355L	4.8 – 12.0



Step 2: Qualitative Measures

Measures such as:

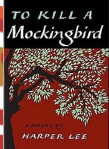
- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands

Here's an example

The Qualitative Measures Rubrics

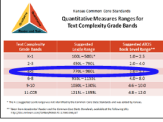
- **For Literary and Informational Text:** <http://www.ksde.org/Default.aspx?tabid=4605>
- The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors.

From examining the quantitative measures, we knew:




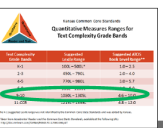
Lexile Text Measure: **870L**

ATOS Book Level: **5.6**



But after reflecting upon the qualitative measures, we believed:

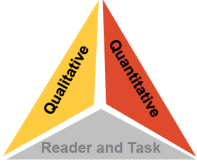




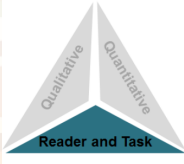
Our initial placement of *To Kill a Mockingbird* into a text complexity band changed when we examined the qualitative measures.

Remember, however, that we have completed only the first two legs of the text complexity triangle.

The **reader and task considerations** still remain.

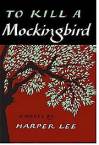


Step 3: Reader and Task




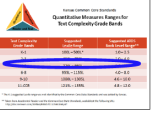

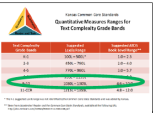

Considerations such as:

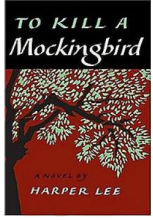
- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text



Lexile Text Measure: **870L**

ATOS Book Level: **5.6**



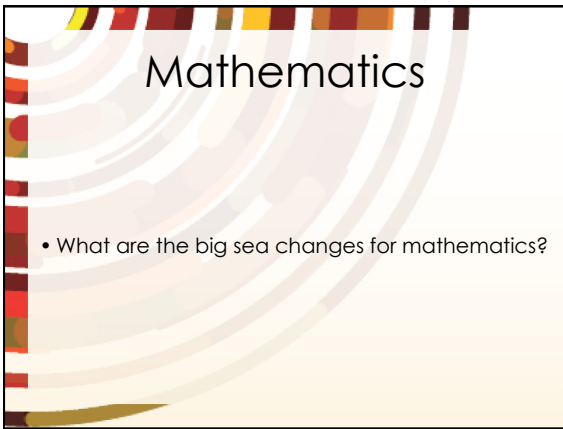
Based upon all the information—all three legs of the model—the final recommendation for *To Kill a Mockingbird* is....

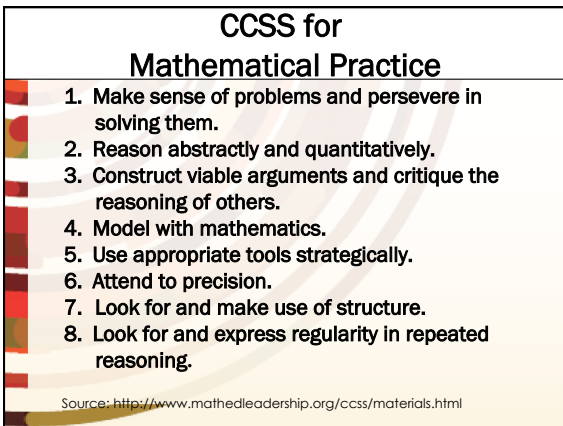
Text Complexity Grade Bands	
K-1	
2-3	
4-5	
6-8	
9-10	
11-CCR	

In Small Groups

- What should be included in a literacy plan for a school?
- How does your (classroom level or school) literacy plan develop students' skills in reading, writing, speaking, listening, and language in all content areas that are rigorous?
- How does your school address textual complexity?
- How do teachers address literacy skills in each content area?
- How will you incorporate it into curriculum maps so that it rigorously meets CCSS expectations?





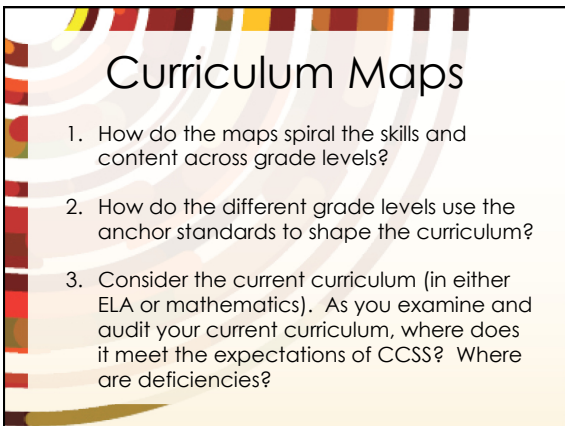




Creating a Needs Analysis for the
Transition to
Common Core State Standards



Planning with
Common Core
State Standards



Curriculum Maps

1. How do the maps spiral the skills and content across grade levels?
2. How do the different grade levels use the anchor standards to shape the curriculum?
3. Consider the current curriculum (in either ELA or mathematics). As you examine and audit your current curriculum, where does it meet the expectations of CCSS? Where are deficiencies?

Sample Mathematics Curriculum Maps

- <http://www.nciea.org/cgi-bin/pubspage.cgi>
- (start on page 18)
- Mathematics CCSS Model Curriculum
- <http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=83475&Content=118834>

English Language Arts Curriculum Maps

- Model CCSS ELA Curriculum for Grades K-8
- <http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699&ContentID=86942&Content=119781>

How to Reach Me

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