

Serving the professional development needs of extraordinary educators. **Expect Extra-ordinary**

**A 2 A 6 The EIA Shifts: Unpacking the Standards (Gr. 9–12)**  
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**Together let's create extraordinary classrooms.**

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**SDE** **Expect Extra-ordinary** **Self-Determined EDUCATORS**

Serving the professional development needs of extraordinary educators. **Expect Extra-ordinary**

**We believe educators have the most important job in the world.**

**Together let's create extraordinary classrooms.**

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**Agenda for Our Session**

- Origin of CCSS and What it Means for Our classrooms.
- Reading the Document
- What does CCSS say and not say?
- Paradigm Shifts: Close Reading, Textual Complexity, Technology, and Argumentation

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**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?

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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.



**SOME  
MYTH  
BUSTING!**



**Myth Another Change!**



- CCSS is intended to create greater consistency for student performance and expectations among states.
- NAEP data indicates that the majority of students are not college and career ready.



**Myth: The new standards  
are a federal mandate**



The federal government wasn't involved in the development of the new standards.

There was significant input from teachers and professional organizations during the drafting of the new standards.



## What **DO** we know about CCSS? The 21<sup>st</sup> 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)

## Some New Terms

- CCSS ELA = Common Core State Standards for English Language Arts
- Strands = Four Sections: Reading, Writing, Speaking and Listening and Language
- Anchor standards = Goals that students strive to achieve within each strand
- CCR = College and Career Readiness
- CCR Standard = College and Career Readiness Anchor Standard
- Grade articulations = Grade-specific standards that state the steps we expect students to achieve by the end of each year

Why were Common Core State Standards created and how do they impact today's classrooms?

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## 21<sup>st</sup> Century Skills

PROBLEM SOLVING

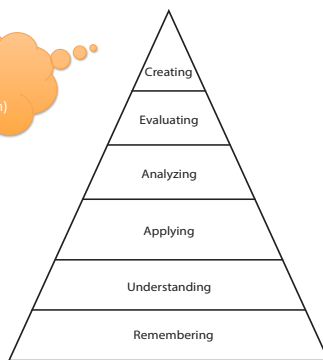
TEAM WORK

ENTREPRENEURSHIP

RESEARCH

CRITICAL THINKING

Bloom's  
Taxonomy  
(Older Version)



## CCSS FRAMEWORK

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



## FIGURING OUT THE FRAMEWORK

Close reading of the document is essential.  
Read the standards and all goals.

Discussion, interpretation, close reading and analysis is necessary.

## ELA Strands

- Reading
- Writing
- Speaking and Listening
- Language

## Reading Strand


- Reading: Informational Text
- Reading: Literature
- There are 10 anchor standards in the reading strand

## Writing

- Special focus on argumentation
- creating text for a wide variety of contexts
- using appropriate technology to create and publish written text
- There are 10 anchor standards in the writing strand


## Speaking and Listening

- Special focus on small group and large group speaking and listening
- Implementing technology, as appropriate for the development of speaking and listening skills.



## Language

- The elements of the language strand include:
  - grammar
  - understanding of how language functions in different contexts
  - vocabulary




1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard

Grade Level Articulation

Grades 9-10 students:	Grades 11-12 students:
<p><b>Key Ideas and Details</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>



## 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?

Why is the information included in the appendices?

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




### 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.



### COMMON CORE STATE STANDARDS: PARADIGM CHANGES ENGLISH LANGUAGE ARTS K-12


CHANGES	INTERDISCIPLINARY LITERACY SKILLS AND CONTENT KNOWLEDGE CONTENT
PK-5 Balancing Informational & Literary Texts	Students read a true balance of information and literary texts. At least 50% of what students read is informational.
6-12 Discipline Knowledge	Rather than just referring to science and social studies texts, students are expected to learn from what they read. Teachers outside of the ELA classroom emphasize literacy experiences.
Complexity Staircase	Each grade level requires a "step" of growth on the "staircase". Teachers support below-grade readers and create time and space in the curriculum for close and careful reading.
Text-based answers	Students develop habits for making evidentiary arguments both in conversation, as well as in writing, to demonstrate comprehension of a text.
Drawing from Sources and Argument Based Writing	While the narrative still has an important role, students develop skills through written, evidence-based arguments that respond to the ideas, facts, and arguments found in the texts they read.
Academic Vocabulary	By focusing on pivotal and commonly found words, and less on esoteric literary terms, teachers build students' ability to access more complex texts across the content areas.


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### COMMON CORE STATE STANDARDS: PARADIGM CHANGES INTERDISCIPLINARY LITERACY 6- 12

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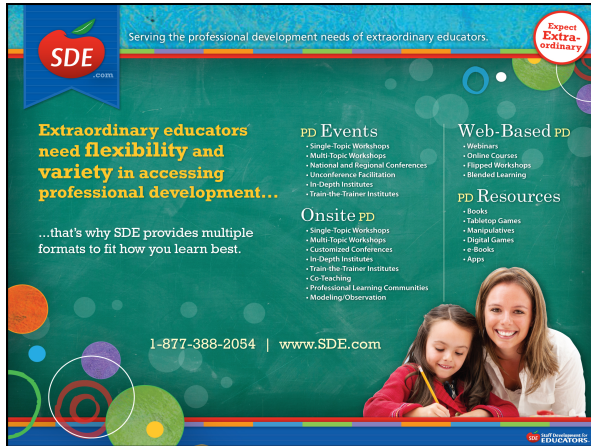
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**Self-Reflection for EDUCATORS**

