Understanding the Common Core State Standards

April 11, 2014

Presented by Arlene Peters, Ph.D.
Learning Goals

- Review the 10 Common Core State Standards for Reading
- Identify effective strategies and internet resources to teach the Common Core State Standards in Reading
- Collaborate with other educators on best practices for teaching the Common Core State Standards for Reading.
Shifts in Practice

1. Increase instructional experiences involving non-fiction reading materials to more closely mirror the reading required for post-high school experiences

2. Expecting students to build knowledge of the world through reading
Lexile® levels today and with Common Core – Rigor Increased 2-3 Grade Levels

**Current**
Typical text measures (by grade)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Text Demand Study 2009 25th percentile to 75th percentile (IQR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>230L to 420L</td>
</tr>
<tr>
<td>2</td>
<td>450L to 570L</td>
</tr>
<tr>
<td>3</td>
<td>600L to 730L</td>
</tr>
<tr>
<td>4</td>
<td>640L to 780L</td>
</tr>
<tr>
<td>5</td>
<td>730L to 850L</td>
</tr>
<tr>
<td>6</td>
<td>860L to 920L</td>
</tr>
<tr>
<td>7</td>
<td>880L to 960L</td>
</tr>
<tr>
<td>8</td>
<td>900L to 1010L</td>
</tr>
<tr>
<td>9</td>
<td>960L to 1110L</td>
</tr>
<tr>
<td>10</td>
<td>920L to 1120L</td>
</tr>
<tr>
<td>11 and 12</td>
<td>1070L to 1220L</td>
</tr>
</tbody>
</table>

**Common Core**
Text complexity grade bands and associated Lexile ranges

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Lexile (L) Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–1</td>
<td>N/A*</td>
</tr>
<tr>
<td>2–3</td>
<td>450–790</td>
</tr>
<tr>
<td>4–5</td>
<td>770–980</td>
</tr>
<tr>
<td>6–8</td>
<td>955–1155</td>
</tr>
<tr>
<td>9–10</td>
<td>1080–1305</td>
</tr>
<tr>
<td>11–CCR</td>
<td>1215–1355</td>
</tr>
</tbody>
</table>
Shifts in Practice

3. Expect students to read more complex text independently and proficiently

4. Increase in text-based answers
### Non Fiction is Key

#### Percentage distribution of literary and informational passages

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

Shifts in Practice

5. Increase evidence-based writing across all content areas
## Shifts in Practice

<table>
<thead>
<tr>
<th>Grade</th>
<th>Persuade</th>
<th>Explain</th>
<th>Convey Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Shifts in Practice

6. Focus on academic vocabulary: words that appear in a variety of content areas that allow access to complex grade level text
R1. CCSS.ELA-Literacy.CCRA.R.1

R1. CCSS.ELA-Literacy.CCRA.R.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. (NGA Center & CCSS, 2010, p.10)
Reading Closely Requires Students to:

- ASK AND ANSWER QUESTIONS about the text.
- EXPLORE LANGUAGE and its impact on meaning.
- REFER TO TEXT DETAILS to support their ideas.
- CITE EVIDENCE in their textual analysis.
- DETERMINE THEME through text details.
- ANALYZE STRUCTURE and word choice.
- STUDY CHARACTER development throughout the course of a text.
- EXPLORE THE IMPACT of language used throughout a text.
Best Practices for Close Reading Lessons

1. Use short passages. A poem or a short paragraph may be a good starting point.

2. Allow students to preview or “notice” the text. Ask students what they notice about the text. Their observations can be used as a starting point for discussion.

3. Keep discussion focused. Remind students to support what they’re saying with evidence from the text.
Inaugural Address by John F. Kennedy, Jan. 20, 1961

- American Rhetoric Top 100 Speeches
- http://www.history.com/topics/us-presidents/john-f-kennedy/videos/inaugural-address-john-f-kennedy?m=528e394da93ae&s=undefined&f=1&free=false

Video of actual speech:
- http://www.youtube.com/watch?v=syWo_gzGSoY
R2. CCSS.ELA-Literacy.CCRA.R.2.

- R2. CCSS.ELA-Literacy.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (NGA Center & CCSS, 2010, p.10)
Popular Themes in Literature

- love
- good versus evil
- sacrifice
- hate
- loneliness
- hope
- war
- betrayal
- fear
- peace
- darkness and light
- greed
- individual versus society
- self-preservation
- innocence
- dreams
- poverty
- nature
- knowledge versus ignorance
- man against nature
- circle of life
- family
Key Ideas and Details

- R3.CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (NGA Center & CCSS, 2010, p.10)
Craft and Structure

- R.4. CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including **determining** technical, **connotative**, and **figurative** meanings, and analyze how specific word **choices** shape meaning or tone. (NGA Center & CCSS, 2010, p.10)
Craft and Structure

- Vocabulary Development
- Concept Building
- Knowledge of Greek and Latin Roots
- Meanings of Affixes
- Figurative Language
- Words common across content areas
R.5.CCSS.ELA-Literacy.CCRA.R.5  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (NGA Center & CCSS, 2010, p.10)
“How Could it Happen”?  
Craft and Structure

Jigsaw Activity Using Reading Jobs

1. After receiving your reading job, get into groups with others who have the same reading job.
2. Use President Kennedy’s Inaugural Address as your text.
3. Use the index card to record your responses based on your role.
4. When time is up, return to your original multi-role group for sharing.
1. **Group facilitator** - Develops questions to ask about the text

2. **Creative expressionist** - Illustrates - illustration can be a sketch, cartoon, comic, diagram, flow chart, or stick-figure scene, and may be labeled

3. **Connector**: Connects text to real world scenarios

4. **Diction Detective**—Jots down the unfamiliar words while reading, and add their definition later.

5. **Summarizer** -- Prepares and presents a brief summary of the text in a short (one or two-minute) statement that conveys the key points, the main highlights, and/or the essence of the text. Looks for words and phrases that stand out in the text, and share meanings or interpretations (e.g., words that are repeated often, figurative language, etc.)
Craft and Structure

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. (NGA Center & CCSS, 2010, p.10)
Craft and Structure: RAFT

- **R**—Role of Author (Who is the author?)
- **A**—Audience (Who is the intended or target audience of the text?)
- **F**—Format (What is the format of the text?)
- **T**—Topic (What is the topic of the text?)

Activity: Complete a RAFT for President Kennedy’s Inaugural Address
Integration of Knowledge and Ideas

**R7.CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including *visually* and *quantitatively*, as well as in *words*.1 (NGA Center & CCSS, 2010, p.10)
Integration of Knowledge

**R8.CCSS.ELA-Literacy.CCRA.R.8**
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (NGA Center & CCSS, 2010a, p.10)
Integration of Knowledge

**R9.CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (NGA Center & CCSS, 2010, p.10)
Range of Reading and Level of Text Complexity

- **R10.CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently. (NGA Center & CCSS, 2010a, p.10)
Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart’s bravery.

Read the website entry “The Biography of Amelia Earhart.” Then answer the questions.
In paragraph 6 of “The Biography of Amelia Earhart,” Earhart is quoted as saying, “After scaring most of the cows in the neighborhood... I pulled up in a farmer’s backyard.” How does the quotation contribute to the meaning of the paragraph?

A. It demonstrates Earhart’s calm sense of humor when describing a potentially frightening situation.

B. It shows that Earhart loved taking risks but regretted when her actions put others in danger.

C. It suggests that Earhart was humble about her accomplishments and able to admit mistakes.

D. It illustrates Earhart’s awareness of her responsibility as a role model for other women.
Part B

In which other paragraph in the article does a quotation from Earhart contribute to the reader’s understanding of her character in a similar way as does the quotation in Part A?

A. Paragraph 7
B. Paragraph 8
C. Paragraph 9
D. Paragraph 11
You have read a website entry and an article, and watched a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a brave, courageous person. The three titles are:

“Biography of Amelia Earhart”
“Earhart’s Final Resting Place Believed Found”
“Amelia Earhart’s Life and Disappearance” (video)

- Consider the argument each author uses to demonstrate Earhart’s bravery.
- Write an essay that analyzes the strength of the arguments related to Earhart’s bravery in at least two of the three supporting materials. Remember to use textual evidence to support your ideas.
In paragraph 8 of “Abigail Smith Adams,”
Abigail Adams is called an “advocate for females.” What is the meaning of advocate for females as used in this paragraph?

A. promoter of women’s rights *
B. counselor for women who lack rights
C. revolutionary demanding women’s control of government
D. campaigner for women running for political office
Grade 11 Sample Items Part B Question:

Which of Abigail Adams’s actions described in the biography best shows her being an advocate?

- a. “She read any books that were available and became knowledgeable about a variety of subject matters most women never considered.”
- b. “Abigail Adams supported the revolution as fervently as John, and she arguably suffered more because of it.”
- c. “She asked Warren to petition Congress with her and request that Congress establish some laws that favor women.”*
- d. “While her main focus was on her family and home, Adams remained in correspondence with several political figures. . . .”
Question: Both John and Abigail Adams believed strongly in freedom and independence. However, their letters suggest that each of them understood these terms differently based on their experiences.

- Write an essay that explains their contrasting views on the concepts of freedom and independence. In your essay, make a claim about the idea of freedom and independence and how John and Abigail Adams add to that understanding and/or how each illustrates a misunderstanding of freedom and independence.

- Support your response with textual evidence and inferences drawn from all three sources.
References and Internet Resources

Peters, A. (2014). *Practical strategies for helping your students meet and exceed the Common Core State Standards for Reading (Grades 4-9).* Manuscript in preparation.

- www.commoncore.org
- http://www.teacher.depaul.edu/Reading_NONFICTION_Grades8-10.html
- http://www.parcconline.org/about-parcc
- http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html
Internet Resources continued

- [http://www.history.com/topics/us-presidents/john-f-kennedy/videos/inaugural-address-john-f-kennedy?m=528e394da93ae&s=undefined&f=1&free=false](http://www.history.com/topics/us-presidents/john-f-kennedy/videos/inaugural-address-john-f-kennedy?m=528e394da93ae&s=undefined&f=1&free=false)
- [http://www.youtube.com/watch?v=syWo_gzGSoY](http://www.youtube.com/watch?v=syWo_gzGSoY)