A Common Sense Approach to the Common Core

BETHPAGE
PARENT ACADEMY
ELA 3-8
Characteristics of the Common Core Standards

- Aligned with college and career expectations – to prepare *all* students for success after high school
- Recommend rigorous content and application of higher-order thinking skills
- Build on strengths of current state standards
- Consistent from state to state, district to district, school to school
WHY NOW?
Because ...

- 70% of the jobs available to college grads were not in existence six years ago.
- For the first time, we do not know what the world of work will look like when our current 3rd to 5th graders enter it!
- Skills employers consider essential in prospective employees are
  - Teamwork & perseverance
  - Communication
  - Confidence to tackle complex problems.
How Can We Help Our Children Develop these New Competencies?

Take a COMMON SENSE approach!

- Understand the Common Core’s BIG IDEA
- **Shift** our teaching & learning practices
- Select “excellent” resources
- Focus on student growth
- Continue to collaborate
The Big Idea in ELA & Literacy

“The career and college ready student MUST be able to read and write about challenging texts independently and with confidence.”

David Coleman
And don’t forget …

– Teamwork & perseverance
– Communication skills
– Confidence to tackle complex problems
Progression of ELA Standards

- Backwards design
- 4 Strands
  - Reading [RF – RI – RL]
  - Writing
  - Language
  - Speaking & Listening
- 10 Standards within each strand
- K-8
Sample Anchor Standard

R.CCR. 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.
Sample 3-5 Progression

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
</tr>
<tr>
<td>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
<td>Compare and contrast two or more characters, settings, events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
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**READING LITERATURE: KEY IDEAS AND DETAILS**

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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
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<td>4.1</td>
<td>5.1</td>
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<tr>
<td>.2</td>
<td>4.2</td>
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<td>.3</td>
<td>4.3</td>
<td>5.3</td>
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</tbody>
</table>
### Reading Standards for Informational Text 6-12

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
<td>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
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</table>
How to Achieve the Big Idea?

**Shift** our Practices

- Reading and writing grounded in evidence from text (more non fiction)
- Regular practice with complex text and its academic vocabulary
- Close reading & analysis of texts
- Writing from sources
Practice 1: Balance of Fiction & Nonfiction

What’s happening in the classroom:
Look for children to have more reading assignments based on real-life events, such as biographies, articles and historical stories.

What you can do at home
- Know what non-fiction books are grade-level appropriate and make sure your children have access to such books.
- Read non-fiction with your children. Find ways to make reading fun and exciting.
- Encourage exploration – zoos, museums, etc.
# Reading Types Across the Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Literature</th>
<th>Informational</th>
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</thead>
<tbody>
<tr>
<td>K-2</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>3-5</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>6-12</td>
<td>30%</td>
<td>70%</td>
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<tr>
<td></td>
<td>-fiction</td>
<td>“substantially more literary non-fiction”</td>
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<tr>
<td></td>
<td>-poetry</td>
<td>-essays</td>
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<td></td>
<td>-drama</td>
<td>-speeches</td>
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<td></td>
<td>-Shakespeare</td>
<td>-opinion pieces</td>
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<td></td>
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<td>-biographies</td>
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<td>-journalism</td>
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<td>-historical</td>
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<td>-scientific</td>
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<td>-contemporary events</td>
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<td></td>
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<td>-nature</td>
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<td>-the arts</td>
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<td>-Founding Documents</td>
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Practice 2: Text Complexity

What’s happening in the classroom:
Your child will read challenging texts very closely, so they can make sense of what they read and draw their own conclusions.

What you can do at home
- Ask with what your child is reading in school.
- Read “complex” or related texts to your child; let the child ask questions, discuss terminology
A Word about Text Complexity

- **Lexile** is CCSS measure of complexity
- Level comparison charts available for all measures used
  - Classroom teacher
  - Reading teacher
  - School and public librarians
## Increasing Reading Complexity

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Old Lexile Level</th>
<th>Lexile Aligned to the CCLS</th>
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<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>2-3</td>
<td>450-725</td>
<td>450-790</td>
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<td>4-5</td>
<td>645-845</td>
<td>770-980</td>
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<tr>
<td>6-8</td>
<td>860-1010</td>
<td>955-1155</td>
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<tr>
<td>9-10</td>
<td>960-1115</td>
<td>1080-1305</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070-1220</td>
<td>1215-1355</td>
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Sample Site:
Matching texts to Students

READWORKS.ORG New K-8 Reading Passages

Here’s a selection of our favorite new non-fiction and literary K-8 reading comprehension passages. All passages are Lexile leveled and authentic.

Each one is paired with an intentionally crafted and research-based question set that:

- Provides scaffolding for complex student understanding
- Is based explicitly in the text
- Models the questions that good readers should be asking
- Aligns to Common Core and state standards
Achieve3000
Practice 3: Close Reading & Analysis

What’s happening in the classroom:
When it comes to writing or retelling a story, your child will use "evidence" gathered from the text to support what they say.

What you can do at home
- Expect written assignments that ask your child to draw on concrete examples from the text that serve as evidence.
- Ask your child to provide evidence in everyday discussions and disagreements.
Look familiar?
Practice 4: Emphasis on Expanding Vocabulary

What’s happening in the classroom:

- Your child will have an increased academic vocabulary.
- Look for assignments that stretch your child’s vocabulary and teach them that “language is power.”

What you can do at home:

- Have fun with words: talk about interesting words, play word games
- Read often to babies, toddlers, pre schoolers and children.
A *Word* about Vocabulary: *There are No Hard Words.*

**Sample Academic Vocabulary**
- Reason, analyze, define, evaluate, compare, apply, contrast, expand, measure, approximate
- Strategy, operation, sequence, order, properties, expression, correlation, proportion

**Domain-specific vocabulary**
- Cardinality, algebraic, geometric, statistical, multiply, square root
Many Ways to Make Words
“Friends”
Practice 5: Writing from Sources

What’s happening in the classroom:
- Your child will learn how to write from what they read.

What to expect at home
- Look for writing assignments that ask your child to make arguments in writing using evidence.
- Encourage writing at home
- Write together using evidence and details.
Selection of Resources

- Use of NYS website – EngageNY
  - Expeditionary Learning Protocols
- Judicious use of ELA models from EngageNY
- “Adapt” rather than “adopt”
- Incorporation of more electronic resources
Electronic Resources

- Lexile Analyzer
- Readworks.org
- Learnzillion
- Treasures
- Castle Learning
- Google apps
- Flocabulary.com
- Dictionary.com
- Wonderopolis.org
- Dogonews.com
Focus on Student Growth

- Use **informal** and **formal** data to tailor instruction and learning activities for children…
  - Guided reading
  - Independent reading
  - Assessment of reading progress (NWEA)
Shift the Way Progress is Identified and Reported

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS</th>
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<tbody>
<tr>
<td><strong>READING LITERATURE</strong></td>
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<tr>
<td>Refers to details and examples in a text when explaining what the text says explicitly</td>
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<tr>
<td>Refers to details and examples in a text when drawing inferences from the text</td>
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<td>Summarizes a text to determine a theme of a story, drama, or poem from the details in the text</td>
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<td>Compares and contrasts the points of view from which different stories are narrated</td>
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<td><strong>READING INFORMATIONAL TEXT</strong></td>
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<td>Asks and answers questions using evidence from the text</td>
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<td>Determines the central idea of a text (claim) and explains how it is supported by key details (evidence); summarizes the text</td>
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<td>Uses information from two texts to write or speak about the subject knowledgeably</td>
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<td><strong>READING FOUNDATIONAL SKILLS</strong></td>
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<tr>
<td>Uses grade-level phonics/word analysis in decoding words</td>
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<td>Reads accurately and fluently to support comprehension</td>
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Collaboration is Key

Continue to cultivate partnerships within classrooms, grade level, schools, at home, across the community.

WE’RE ALL IN THIS TOGETHER!
Resources

- www.engageny.org
  - New York’s Common cores website

- http://learnzillion.com/
  - Great videos that explain common core concepts

- http://www.azed.gov/azcommoncore
  - Detailed explanation of each standard

- www.commoncoreconversation.com
  - “One stop shopping for the common core”