



Unpacking the Common Core Standards: Focus on Reading, Literacy, & Language Use

Sponsored by CVEDC-ESA

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Today's Agenda

"If we always do what we've always done, we will get what we've always got."

Adam Urbanski

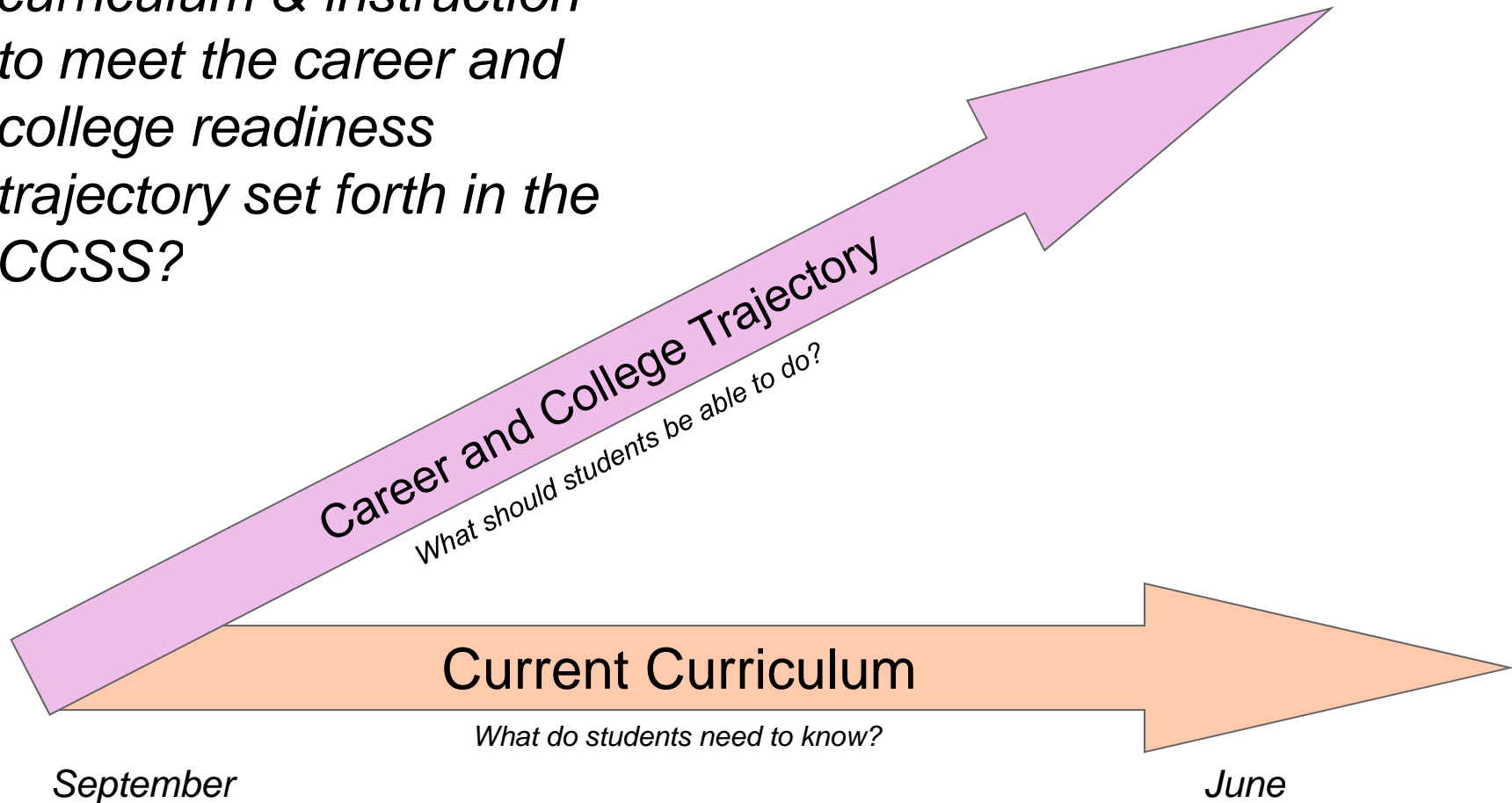
- **NECAP - CCSS what's the same/what's different?**
 - > Anchor Standards, Reading & Language Use K-12
 - > CC Literacy standards for grades 6-12
- **Some Approaches to Curriculum Analyses: Unit Upgrades, Replacement Units, & Curriculum Mapping**
 1. Assessment expectations – performance tasks linking reading-writing & reading-research
 2. Increased cognitive rigor & student engagement with text (e.g., SBAC tables for Claim #1 with model questions of varying DOK levels)
 3. **Text complexity (last time)** – using and analyzing texts; linking to vocabulary development & language use
 4. Learning progressions for reading: Building units from a research base
- **Summary of levers for curriculum “upgrades”**
- **Resources, team planning, and next steps...**

Essential Questions for today:

- *What should our school's focus on reading instruction be during this transition period to the Common Core?*
- *How can we “**upgrade**” a unit of study (or the full K-12 curriculum) to better meet the trajectory of Career and College Readiness?*
- *Where are there places to **deepen our own learning** while we continue to support our students (and our colleagues)?*

The Challenge of the Common Core....

*How do we “ramp up”
curriculum & instruction
to meet the career and
college readiness
trajectory set forth in the
CCSS?*



Some Emerging Themes for Transition to the Common Core

- **Cognitive Demand/Cognitive Engagement**
 - Increasing Text Complexity – **explored last time**
 - Assessment Design/Re-Design (Text-Based Writing - **Research**)
 - Rigorous Performance Assessment Tasks & Task Complexity
- The need for Curriculum unit “Up-grades” or “Replacement Units”
- Re-examining Classroom Pedagogy & Research – *Vocabulary Development*
- The Power of Teacher Teams & Collaborative Inquiry

Comparability of NECAP to CCSS Reading, Literacy, & Language Use Standards

- **Handout:** “Brief Comparison: Comparability of NECAP Reading GLEs to CCSS Reading, Literacy & Language Use Standards”
 - > **CCSS Anchor Standards for Reading** (p. 10 for gr K-5 OR p. 35 for gr 6-12)
 - > **CCSS Anchor Standards for Language** (p. 25 or p. 51)

Analysis of the Local Reading Curriculum

- Choose a grade level (and colleagues to work with)
- Use page 3 or 4 of **handout** “Brief Comparison” to take notes
- One-by-one, closely read each comparable CCSS standard (all parts!) and compare it to what you now include (aligned to NECAP GLEs) at the chosen grade level for instruction and assessment --- take about 45 minutes
- List any perceived alignment gaps: Content OR Process gaps
 - > Areas not included at all
 - > Content now included that may need increased rigor
 - > Genres or text formats (media, non-print) that may need a new look at texts used
 - > Instructional focus
 - > Other? – Standards-based report cards?

Tables consolidate & share findings

- What is currently your strongest area of reading alignment to the CC?
- What are **2** significant areas you feel you CAN BEGIN to “upgrade” in some way this school year?
- What is **1** thing on the back burner that will surely need more attention by next year?
- Any other insights gained during the alignment analysis activity?
 - > Connections to the CC writing analysis?
 - > Connections to content area reading?

Some Approaches to Curriculum Upgrades

1. **Assessment expectations** – performance assessments applying reading skills
see also SBAC Appendices D&E [online]
<http://www.smarterbalanced.org/Resources.aspx>
2. **Increased cognitive rigor & student engagement with text**
HANDOUTS: sample formative assessments
3. **HANDOUT: Text complexity** – using and analyzing texts
4. **HANDOUT: Learning progressions** for reading & vocabulary development: Building units /instruction from a research base - how learning develops over time

Strategy #1: Assessment expectations

- Beginning with the end in mind: Are your **current performance assessments & content area reading expectations** aligned to the Common Core reading standards?
- Is **current reading/vocabulary (word study) instruction** aligned to the Common Core?
- Do you need to develop & pilot **new reading-based assessments** (e.g., using texts, other genres, other formats)?

Strategy #2: Increased cognitive rigor & student engagement with text

- **Formative assessments**

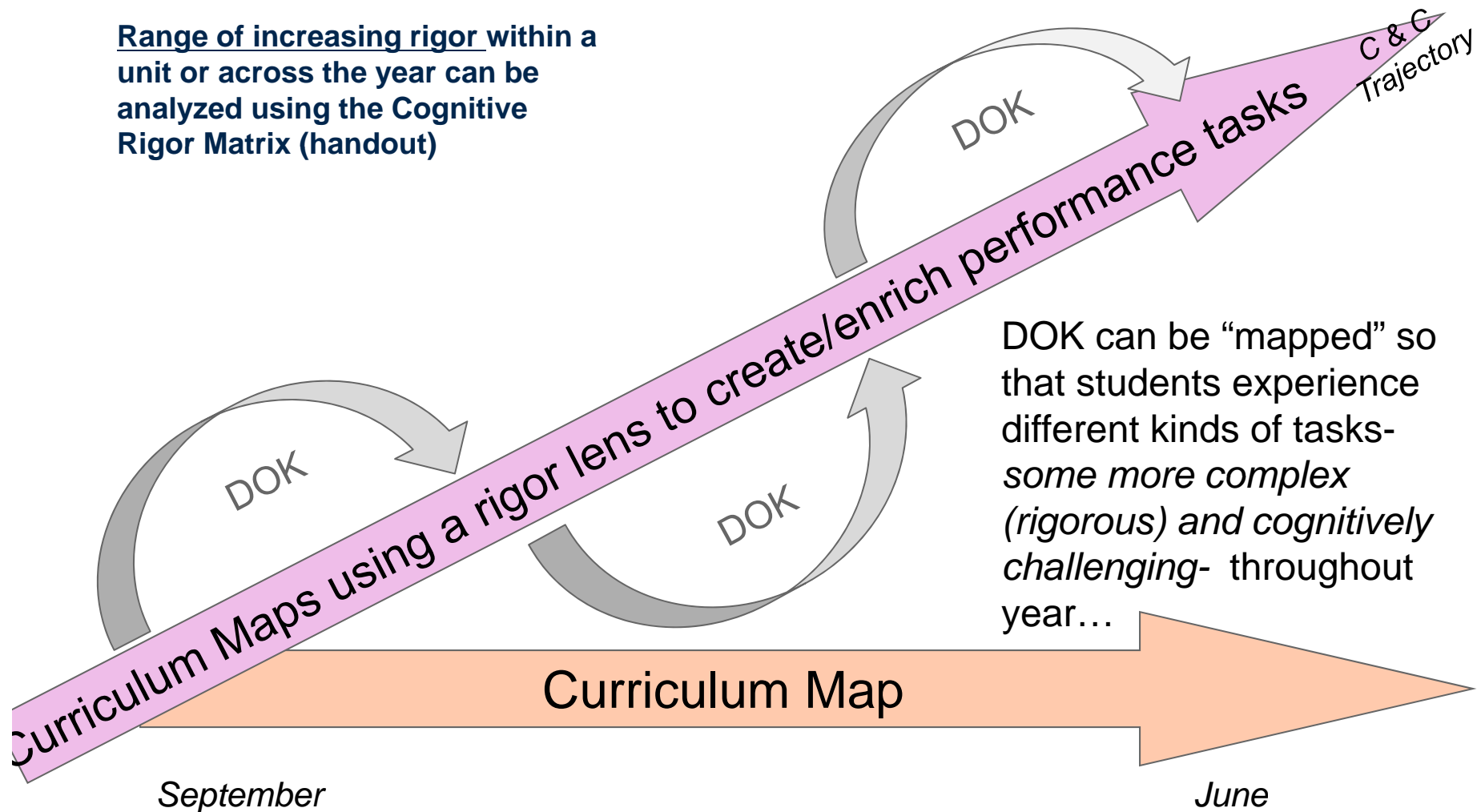
- > **Handouts:** A collection of sample formative assessments

- **Cognitive Rigor/DOK**

- > **Handout:** SBAC examples for reading/claim #1 assessment targets

Using DOK with a Curriculum Mapping Process

Range of increasing rigor within a unit or across the year can be analyzed using the Cognitive Rigor Matrix (handout)



Strategy #3: Examining text complexity

▪ Examining text complexity --- (last time)

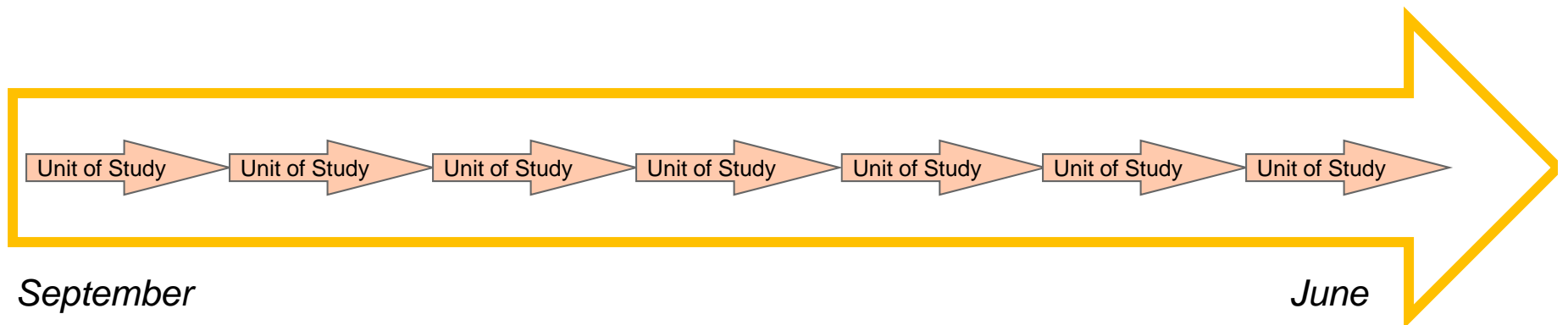
- > **Handout:** Local Assessment Toolkit: Tools for Examining Text Complexity
- > **Handout:** Planning Worksheet: Analyzing Features of Text Complexity for Instruction & Assessment
- > Examine some of your texts and use the analysis:
 - to develop text-response questions
 - to develop depth & breadth of vocabulary

Strategy #4: Applying a learning progressions schema to unit development or curriculum mapping

- **Building units/instruction from a research base about how learning develops over time**
 - > **Handout: Learning progressions for reading**

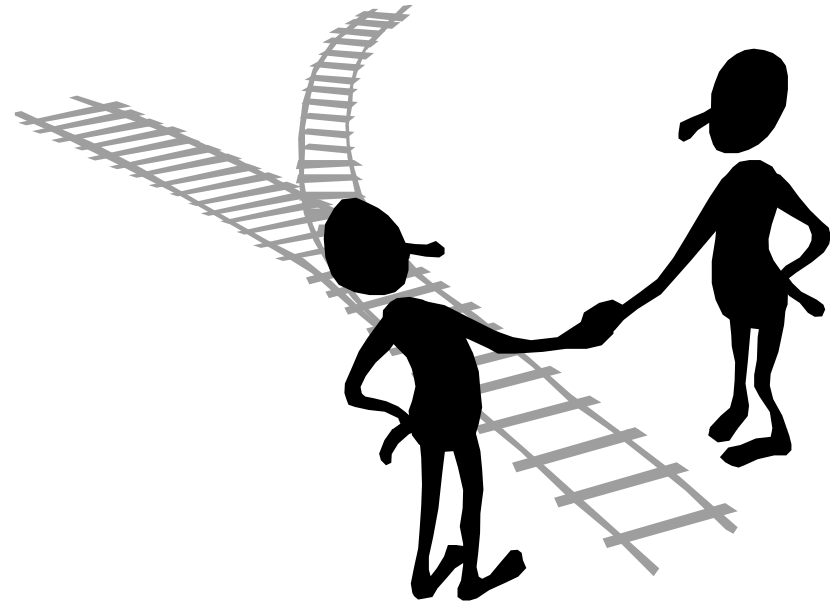
A reminder...

A year-long curriculum map is made up of smaller, sequenced units of study



Two paths emerge for Common Core transition & implementation

- “**Upgrading**” an existing unit of study to ensure it is aligned to the CCSS Trajectory

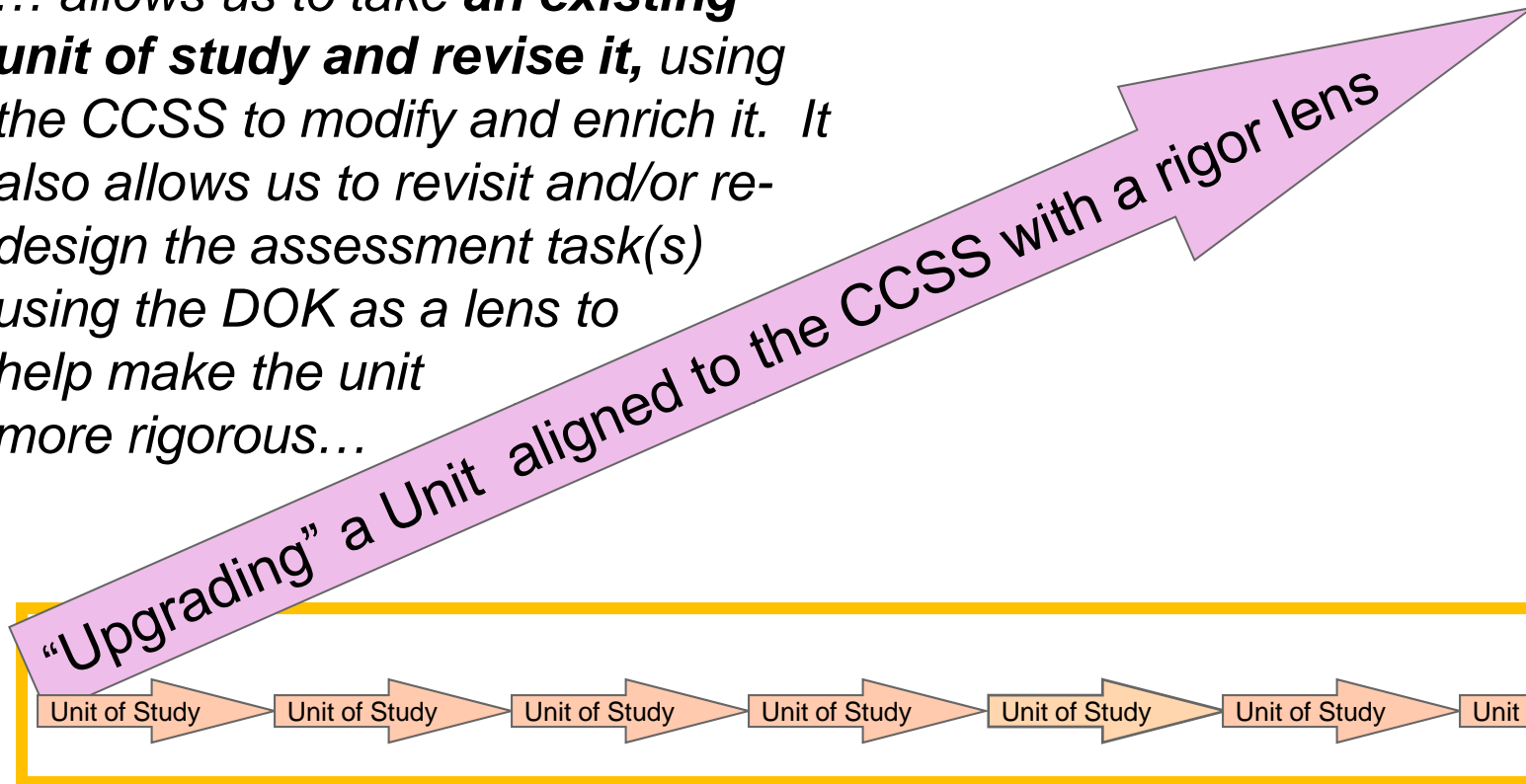


AND

- Creating and/or using a “**Replacement Unit**” that is exchanged for a previous unit within the year-long curriculum map

“Up-grading a unit of Study” ...

... allows us to take **an existing unit of study and revise it**, using the CCSS to modify and enrich it. It also allows us to revisit and/or re-design the assessment task(s) using the DOK as a lens to help make the unit more rigorous...

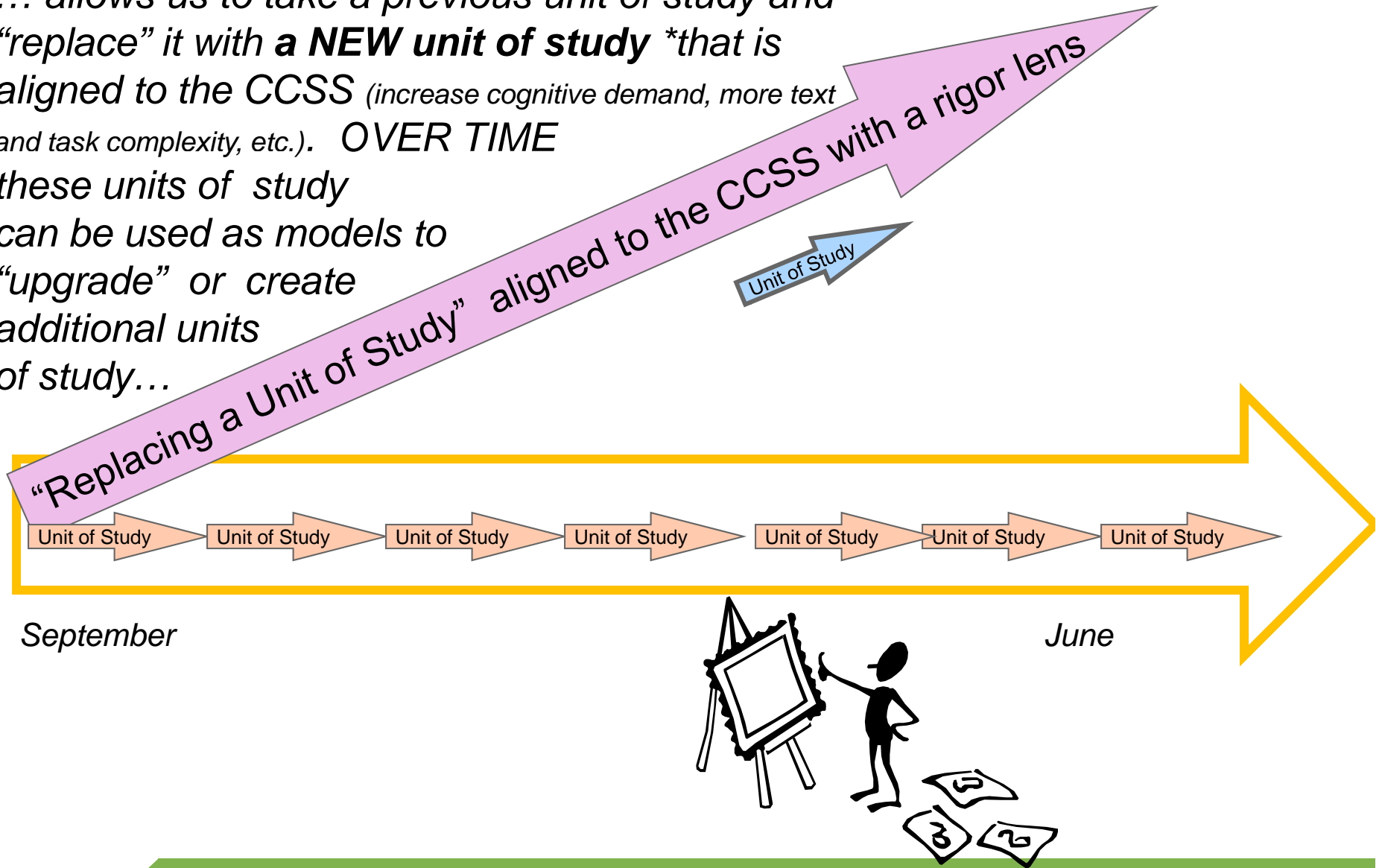


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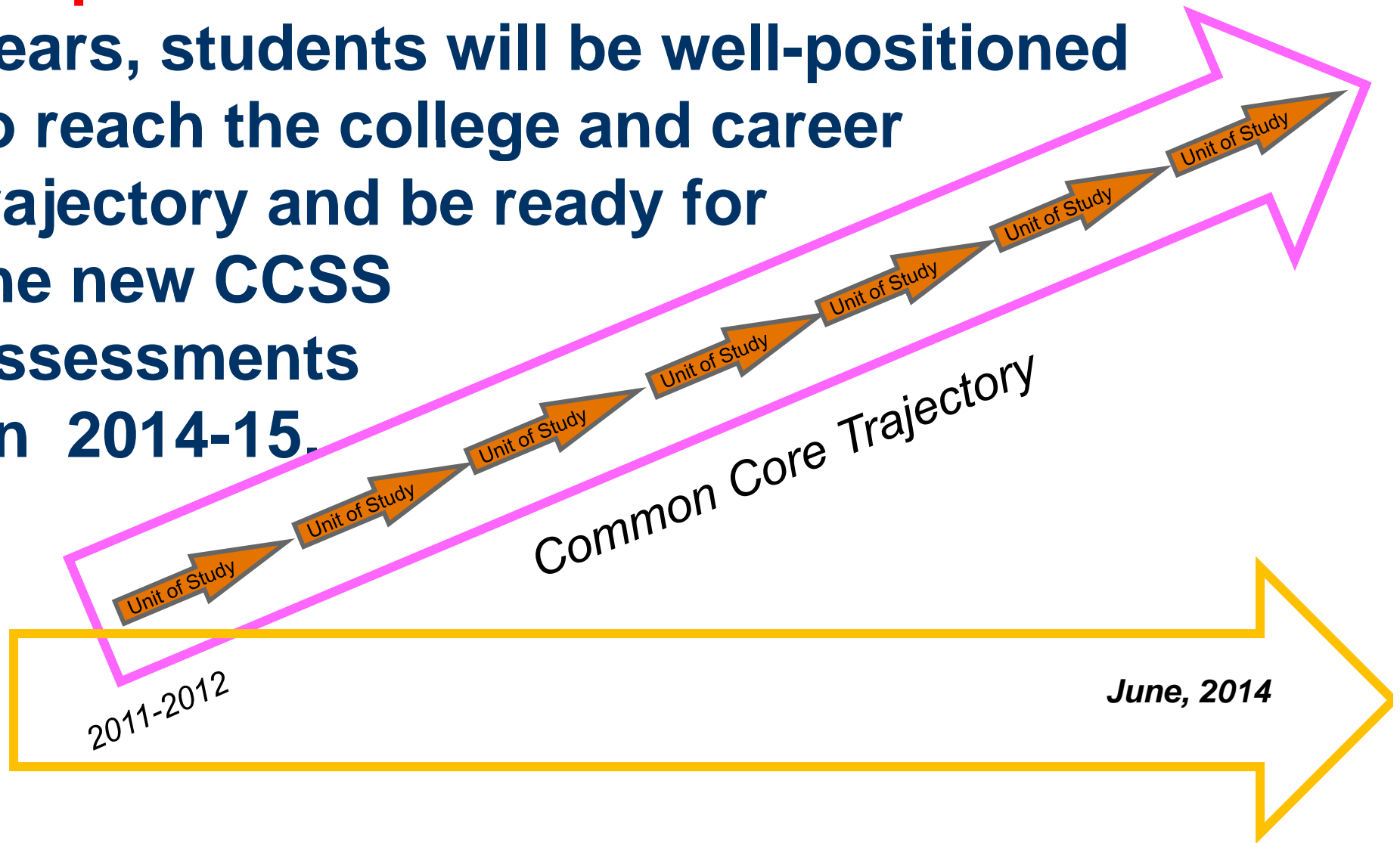
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A “Replacement Unit” of Study...

... allows us to take a previous unit of study and “replace” it with a **NEW unit of study** *that is aligned to the CCSS (increase cognitive demand, more text and task complexity, etc.). **OVER TIME** these units of study can be used as models to “upgrade” or create additional units of study...



By “**Upgrading**” and/or adding “**Replacement**” units over the next two years, students will be well-positioned to reach the college and career trajectory and be ready for the new CCSS assessments in 2014-15.

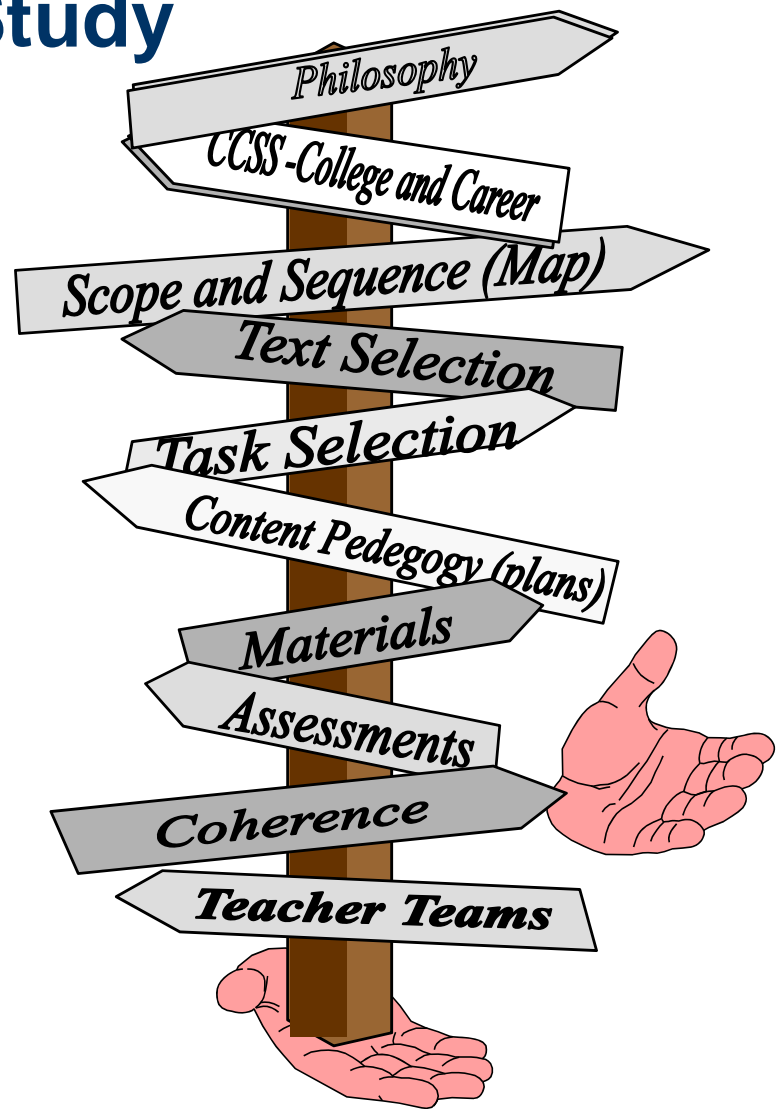
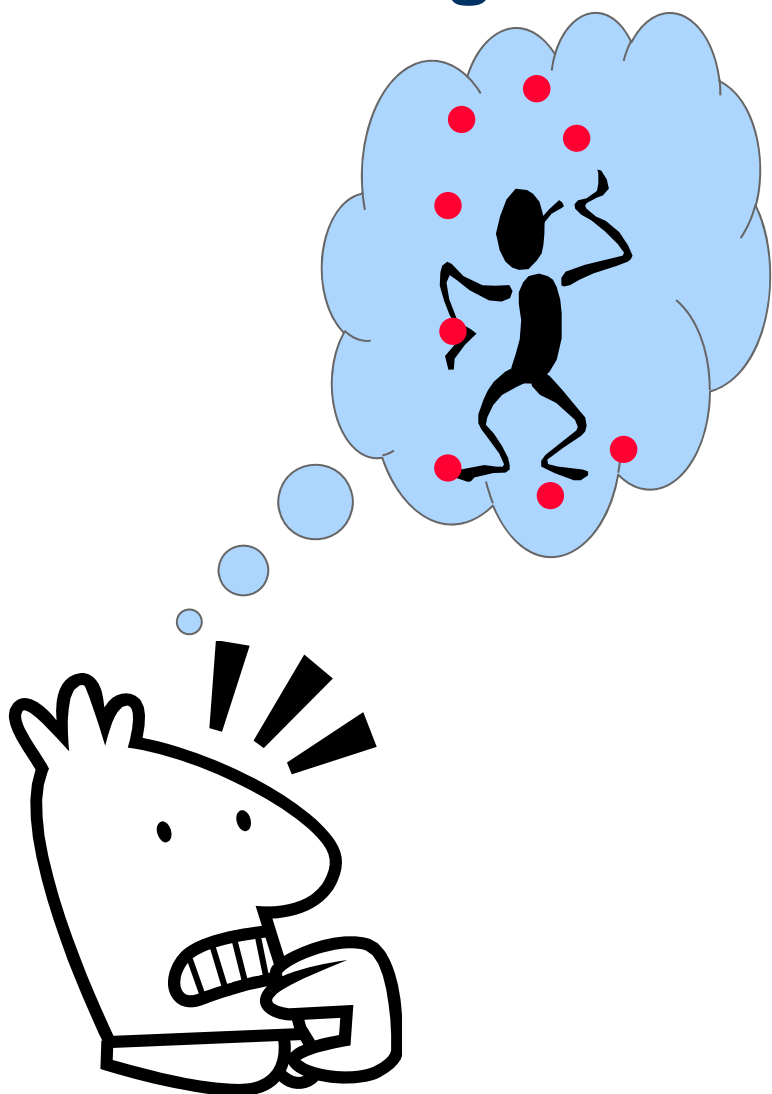


So how do we start....



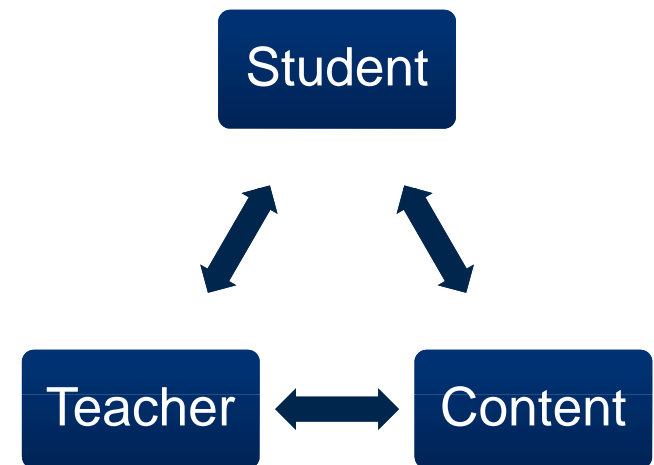
*revisit what the CCSS are asking us
to consider....*

“Balancing” a Unit of Study

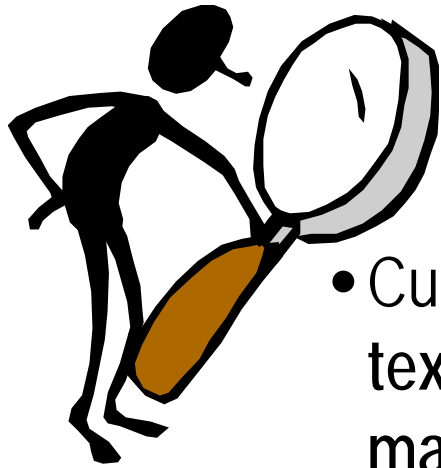


Levers essential in “Upgrades & Replacement Units”

1. **Curriculum:** *What are the academic tasks (content, knowledge, skills based on standards) that we ask students to engage in?*
2. **Teacher Pedagogy:** *How do teachers support (scaffold) student learning?*
3. **Assessment & Data:** *How do we know students are learning?*
4. **Structured Professional Collaboration:** *How do adults learn and improve their practice in the above areas?*
5. **Structure and Innovation:** *How do we use time, space, technology, and other resources to enable learning for all students?*



1. “Upgrading” or “Replacing” Curriculum

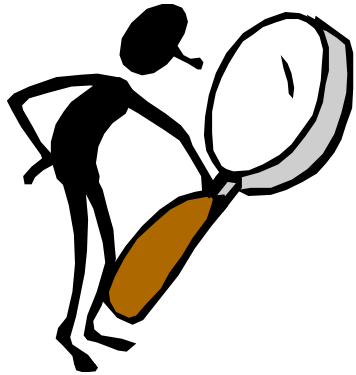


- Aligned to CCSS, provide multiple ways for students to show understanding, build in progression over time

- Curriculum is mapped to illustrate increased use of text and/or task complexity, assessments are mapped and aligned with CCSS to ensure all students are working towards Career and College trajectory

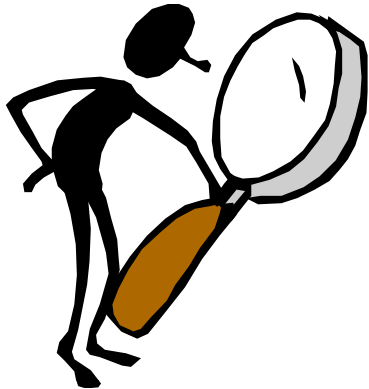
- Increase use of complex texts, mixed media, etc.
- Integrate word study to achieve *conceptual understanding*
- Curriculum mapping process is in place to ensure instructional coherence and alignment to the CCSS

2. “Upgrading” Teacher Pedagogy



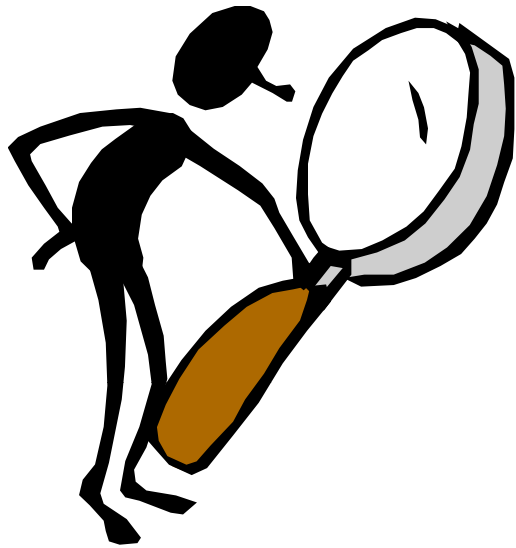
- Actively engages all students in inquiry
- Higher order thinking/rigor; use of effective questioning strategies (**less leading, more depth and breadth of comprehension**)
- Expanding repertoire of content pedagogy with a research base
- **Differentiated instruction** based both on student strengths as well as student needs
- Increased use of Text and Task complexity
- Increase “accountable talk” and critical discourse

3. “Upgrading” **Assessments & Data**



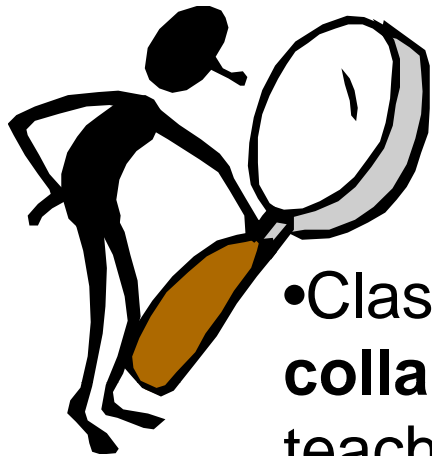
- **Assessments are balanced** (formative and summative), expansive and mapped throughout the year
- Assessment tasks include a range of PBAs with **different DOK levels and grain (task) size**
- Student work is systematically studied to inform **instructional “next steps,” cohort trends, and edits/revisions/upgrades to curriculum units**
- Student, cohort and school-wide **data is studied systematically and collaboratively** to make instructional changes and/or enhancements

4. “Upgrading” Structured Professional Collaboration:



- Teachers come together to use a collaborative inquiry process to “upgrading” their instructional core
- Teachers use collaborative inquiry to inform their curriculum mapping process
- Teachers are engaged in collaborations that may include “lesson study”, classroom visitations in and other schools, analysis of student work (e.g., SWA template), moderation studies, and Study Groups
- Collaboration is both **in-person** as well as **on-line**

5. “Upgrading” Structure and Innovation:



- Schools have **designed time for teachers to meet and collaborate in different forums-** on and across grade/content areas

- Classroom's are **designed for student collaboration and teacher collaboration** with teachers and students have on-going access to a range in 21st Century tools for learning, instructing, documenting and project-based work

- **21st Century Tools** are organized for both curriculum, assessment and differentiated instruction

- Time and technology is designed for **independent and collaborative learning** by students as well as teachers, coaches and administrators

Resources, Planning, & Next Steps

Reflecting upon what you did today, take a few moments to “jot down” some implications for **upgrading the reading curriculum & instruction** within your schools. Consider the following and then share.

1. **Content/Pedagogy:** What are your most critical areas of need? What should you tackle first? What is your general timeline for this year into next year?
2. **Collaboration:** How might you expand & support this work across teacher teams you work with?
3. **Supports:** What resources might further your transition work? What new learning do you need so you will have greater clarity around implementing the CCSS **across content areas**?