Literacy and The Common Core

Brandi Stephenson
Haywood County Schools
EC Program Coordinator
Assessing Background Knowledge

Literacy
Assess Your Understanding

• 1 – I have had no training on the ELA Common Core State Standards.

• 2 – I have had minimal training on the ELA Common Core State Standards.

• 3 – I have had formal training on the ELA Common Core State Standards.

• 4 – I have had formal training on the ELA Common Core State Standards and have implemented them in the classroom.
Questions
5 Components of Effective Reading Instruction

• 1 – Phonological Awareness
• 2 – Phonics
• 3 – Fluency
• 4 – Vocabulary
• 5 – Comprehension
5 Components of Effective Reading Instruction

• 1 – Phonemic Awareness – the ability to hear, identify, and manipulate the individual sounds-phonemes-in spoken words

• 2 – Phonics – the understanding that there is a predictable relationship between phonemes and graphemes

• 3 – Fluency – the ability to read a text accurately and quickly – effortlessly and with expression

• 4 – Vocabulary – the words we must know to communicate effectively – oral vocabulary – reading vocabulary

• 5 – Comprehension – the reason for reading – purposeful and active readers understand what they read, remember what they read, and communicate with others about what they read.

Put Reading First, 2003
Read the passage silently.

“There are known knowns. There are things we know that we know. There are known unknowns. That is to say, there are things that we know we don’t know. But there are also unknown unknowns. There are things we don’t know we don’t know.”

D. Rumsfeld, Newsweek (2003, p. 113)
Ask yourself...

• How many times did you read this?

• At what point did you stop understanding?

• What strategies did you use to gain comprehension?
OVERVIEW OF THE ELA COMMON CORE STATE STANDARDS
http://www.youtube.com/watch?v=RmLElDb7yHDU
Design

There are four strands:

- Reading
  - Reading Literature
  - Reading Informational Text
  - Reading Foundational Skills K-5
- Writing
- Speaking and Listening
- Language

The ELA Common Core supports an integrated model of literacy.

There are media requirements blended throughout.
Reading Foundational Skills
Grades K-5

• Print concepts (K–1)
• Phonological awareness (K–1)
• Phonics and word recognition (K–5)
• Fluency (K–5)
College and Career Readiness (CCR)
Anchor Standards

The CCR Anchor Standards:

- Have broad expectations consistent across grades and content areas.

- Are based on evidence about college and workforce training expectations.

- Expect instruction to cover a broad range of increasingly challenging text.

**College and Career Readiness Anchor Standards for Reading**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
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.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Reuse Knowledge in Writing” and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gaining, assessing, and applying information from print and digital sources.

Note on range and context of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the backdrop to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
The CCR Anchor Standards “anchor” the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

Each CCR Anchor Standard has an accompanying grade-specific standard that translates the broader CCR statement into grade-appropriate end-of-year expectations.
The Standards do NOT define:

- How teachers should teach.
- All that can or should be taught.
- The nature of advanced work beyond the core.
- The interventions needed for students well below grade level.
- The full range of support for English Language Learners and students with special needs.
- Everything needed to be college and career ready.
Meet the Appendices!
Appendix A

• Reading
• Why text complexity matters (pg. 2)
• Reading Foundational Skills
  – Phoneme/Grapheme Correspondences (pg. 17)
  – Phonological Awareness (pg. 18)
  – Orthography (pg. 20)
• Writing
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• Speaking and Listening
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The Appendices – B & C

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  • Text Exemplars and Sample Performance Tasks
  • Table of Contents (pg. 4)
• Appendix C
  • Samples of Student Writing
  • Table of Contents (pg. 3)
A CLOSER LOOK

Participants will take a closer look at reading and writing in the ELA Common Core State Standards.
Taking A Closer Look

• Close reading

• Text complexity

• Writing
Where does close reading appear in the Common Core?

College and Career Readiness Anchor Standards for Reading

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.
Close Reading

1. Read with a pencil in hand, annotate the text.

2. Look for patterns in the things you’ve noticed about the text – repetitions, contradictions, similarities.

3. Ask questions about the patterns you’ve noticed – especially how and why?
Taking A Closer Look

✓ Close reading

• Text complexity

• Writing
Where does text complexity appear in the Common Core?

College and Career Anchor Standard for Reading

R.10: Read and comprehend complex literary and informational texts independently and proficiently.
## Lexile Comparison

<table>
<thead>
<tr>
<th>Text Complexity Grade Band in the Standards</th>
<th>Old Lexile Ranges</th>
<th>Lexile Ranges Aligned to CCR expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2-3</td>
<td>450-725</td>
<td>450-790</td>
</tr>
<tr>
<td>4-5</td>
<td>645-845</td>
<td>770-980</td>
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<td>6-8</td>
<td>860-1010</td>
<td>955-1155</td>
</tr>
<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>
</tr>
</tbody>
</table>
Focus on Text Complexity

ELA CC State Standards:

• focus on short texts worthy of rereading which places a high priority on the close, sustained reading of complex text.

• are emphatic about students reading text of an adequate range and complexity.

• focus intently on students reading closely to draw evidence from the text itself.

• require students to read increasingly complex texts with increasing independence as they progress towards career and college readiness.
How is Text Complexity measured?

- Qualitative
- Quantitative
- Reader and Task
How is text complexity measured?

Qualitative evaluation of the text:

- **Levels of meaning** - single level of meaning are easier to read (less complex) than multiple levels of meaning, (satires).
- **Structure** - well-marked structure is easier (less complex) while unconventional texts have high complexity, (flashbacks).
- **Language conventionality and clarity** - easier texts have contemporary, clear language while more complex have figurative, ironic language.
- **Knowledge demands** - texts that make few assumptions about readers life experiences are easier than those that make many assumptions about the reader.

Appendix A – Pg. 5 & 6
How is text complexity measured?

Quantitative evaluation of the text:
Readability measures and other scores of text complexity

The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

Appendix A – Pg. 7
How is text complexity measured?

Matching reader to text and task:
- Will the reader be interested in the content?
- Does the reader possess adequate prior knowledge of experience regarding the topic?
- Will the reader understand the purpose?
- Will the complexity of any before, during and after reading tasks or the complexity of any questions asked about the text interfere with the reading experience?

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Why Text Complexity Matters

“The clear, alarming picture that emerges from the evidence … is that while the reading demands of college, workforce training programs, and citizenship have held steady or risen over the past fifty years or so, K–12 texts have, if anything, become less demanding.”

(CCSS, Appendix A, pg. 2)
“Often, textbook writers have frontloaded all necessary information to spoil any chance for intellectual discovery on the part of the student. The CCSS wants students to have opportunities to grapple with difficult text.”

David Coleman
Scaffolding... helps students access complex texts directly.

Scaffolding doesn’t mean...
- reducing complexity of text.
- replacing the text.
- telling students what they are going to learn.

allows the reader a first encounter with minimal clarifications.

guides the reader with follow-up support.

courage re-reading.

CCSS defines scaffolding as **temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone.**

**A teacher should never build a scaffold for a student without having a plan to remove it.**
How To Scaffold

• Model
• Provide constructive feedback
• Activate prior knowledge
• Build background
• Use supports
  – Sensory
  – Graphic
  – Interactive
  – Language
Examples of Scaffolding

Modeling/Demonstrations

Realia (the actual object used to teach the concept) and Multimedia

Hands-on Manipulatives

Pictures

Visuals
Scaffolding: Organizers

Venn Diagram

Concept Map

What is it?

What is it like?

Leader

What are some examples?
Taking A Closer Look

- Close reading
- Text complexity
- Writing
Standards 1-3 address text types and purposes:

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives
Text Types

An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.

Arguments are used for many purposes –

• to change the reader’s point of view
• to bring about some action on the reader’s part
• ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem.
Text Types

Informational/explanatory writing conveys information accurately —

This kind of writing serves to:

• increase readers’ knowledge of a subject
• help readers better understand a procedure or process
• provide readers with an enhanced comprehension of a concept.
Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure.

- does not include all of the possible forms of creative writing, such as many types of poetry.

- inclusion and evaluation of other such forms are left to teacher discretion.
The Starring Role of Argument

- CCSS places particular emphasis on students’ ability to write sound arguments on important topics and issues to prepare students for college and career.
  - “Argument is the soul of an education because argument forces the writer to evaluate the strengths and weaknesses of multiple perspectives.” by Neil Postman, critic and theorist
AN INTEGRATED MODEL OF TEACHING AND LEARNING
An Integrated Model

REMEMBER: “While the standards delineate specific expectations in reading, writing, speaking and listening, and language, each standard need not be a separate focus for instruction and assessment. Often several standards can be addressed by a single rich task.”

( CCSS, Introduction, p. 5)
“Read like a detective, write like an investigative reporter.”

-David Coleman — co-author of ELA CCSS
Three key questions to ask students after they have read something:
They encompass three different levels of thinking.
(Sheridan Blau)

1. What does it say? (Literal level – comprehension)
   (Foundational to answering the second question)

2. What does it mean? (Interpretation level)
   (More than just appreciating a good story – themes)

3. What does it matter? (Reflection)
   (The heart of why they read the book)
Differences in Learning to Read
References

• Put Reading First, 2003
• http://elaccss.ncdpi.wikispaces.net/ELA+Home