

Using Common Core English Standards in Postsecondary Classrooms

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Researchers from the National Center for Postsecondary Education suggest the Common Core State Standards (CCSS) “might serve as a good foundation on which to work toward improving pedagogy in community colleges.” What do the standards look like in a college classroom? This workshop looks at ways to improve student-learning outcomes using the CCSS.

OBJECTIVES

1. Understand general tenets of Common Core
2. Learn basic standards-based alignment
3. Learn strategies to integrate the standards into your own curriculum

KEY DESIGN CONSIDERATIONS

1. Career & College Ready (CCR) Standards
2. Grade bands
 - K – 8
 - 9 – 10
 - 11 – 12
3. Focus on results rather than means
4. An integrated model of literacy
5. Research and media skills blended into the Standards as a whole
6. Shared responsibility for students' literacy development
7. Focus and coherence in instruction and assessment

KEY SHIFTS

LANGUAGE ARTS

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

MATH

1. Greater focus on fewer topics
2. Coherence: Linking topics and thinking across grades
3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity
 - *Conceptual understanding*
 - *Procedural skills and fluency*
 - *Application*

KEY SHIFTS

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. 2008. *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

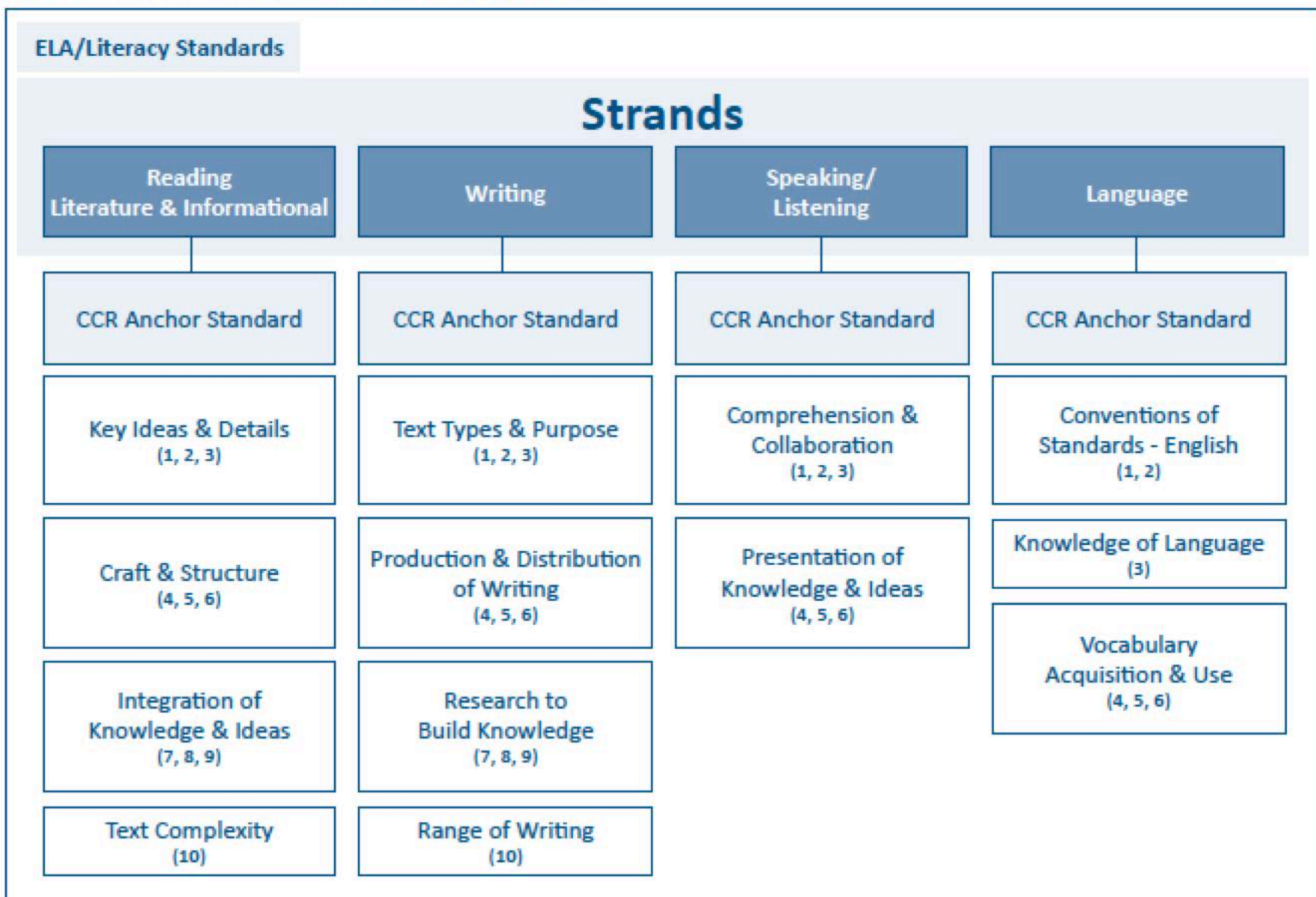
KEY SHIFTS

Table 2: Distribution of Types of Writing

Grade	Writing to Persuade	Writing to Explain	Writing to Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

Figure 1: Common Core State Standards in ELA/Literacy



OLD STANDARDS VS. COMMON CORE

One of the most dramatic differences between the standards that have guided our teaching and learning to date and those we are now implementing is the integration of literacy practices with content expectations.

Former Illinois State Learning Standard

IL STATE: (1.7.08) Identify the structure and format of text including graphics and headers

Standard = Content

Common Core State Standard for English Language Arts and Literacy

CCSS-L: (RI.7.5) Analyze the structure an author uses to organize text, including how the major sections contribute to the whole and to the development of ideas.

Standard = Content + Literacy Practices

CURRICULAR CONSIDERATIONS

- Curriculum available to teachers and community.
- Specifies the concepts, skills, techniques and artistic processes
- Guides instruction.
- Does not specify that every child do the same activity or project.
- Spiraling and builds along a continuum
- Curriculum should define the minimum that each child is responsible for learning
- All learners should all be included in the curriculum design.

Sixth Grade Curriculum Map

Quarter 1

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text	Performance Assessments
Q1 Unifying Concept identity through culture	Q1 Unit 1 How do cultural experiences influence who we are? How do authors convey meaning through words and/or images?	Q1 Unit 1 Extended Text (autobiography and fiction; see Sixth Grade Unit Plan for how these texts are used in book clubs) <i>The Circuit</i> by Francisco Jimenez <i>The Breadwinner</i> by Deborah Ellis <i>Seedfolks</i> by Paul Fleischman <i>Holes</i> by Louis Sachar Short Texts (informational and editorial) "Evolution of a Point Guard" by Howard Beck, <i>New York Times</i> "I've Got Your Number" by Robb Imbriano, <i>New York Times</i> "Hip-Hop at the Museum?" by Stephanie Harvey & Anne Goudvis, <i>Toolkit Texts</i> "Marriage—or Else" by Rod Nordland & Alissa J. Rubin, <i>Junior Scholastic</i> "Negotiating Asian-American Identity through Portraiture" posted by Saskia DeMelker, PBS Newshour http://www.pbs.org/newshour/art/blog/2011/10/negotiating-asian-american-identity-through-portraiture.html "Eisenhower to Ngo Dinh Diem" http://www.pbs.org/wgbh/amex/vietnam/psources/ps_eisenhower.html	Beginning of Year (BOY): RI.6.1 and W.9 Performance Task (reading and writing about text with evidence) for Pre-Assessment*+ Q1 Unit 1 Teacher-created performance assessment Focus on inform and explain Primary Standards Assessed: RI.6.1; RI.6.7; RI.6.10; W.6.2
	Q1 Unit 2 How is the theme of journey conveyed in texts from different cultures? How do writers convince others to agree with them?	Q1 Unit 2 Extended Text (historical fiction) <i>Escape from Saigon</i> by Andrea Warren Short Texts (informational and literary) <i>First Crossing: Stories about Teen Immigrants</i> edited by Donald R. Gallo Photo: "Operation Baby Lift" from <i>Children and Youth in History</i> http://chnm.gmu.edu/cyh/primary-sources/344 "The Legacy of Operation BabyLift" by Allison Martin http://www.adaptvietnam.org/adoption/babylift.htm	Q1 Unit 2 Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.6.1; RI.6.6; RI.6.8; RI.6.10; W.6.1 <u>End of Q1 Benchmark Assessment*</u> W.6.1 argument writing RI.6.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)

Sixth Grade Scoring Tool for Assessment

Unit One

STANDARD	EMERGING <i>Student work does not achieve all of the "Meeting" criteria and is far below it.</i>	DEVELOPING <i>Student work does not achieve all of the "Meeting" criteria but is close to it.</i>	MEETING <i>Student achieves all of the criteria listed below.</i>	EXCEEDING <i>Student achieves all the "Meeting" criteria and goes beyond.</i>
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<input type="checkbox"/> Textual evidence is not provided in the analysis.	<input type="checkbox"/> Textual evidence is generalized and does not provide strong support of the analysis of what the text says explicitly as well as inferences drawn from the text.	<input type="checkbox"/> Textual evidence is provided to support analysis of what the text says explicitly as well as inferences drawn from the text.	<input type="checkbox"/> Textual evidence provided is comprehensive and provides several examples that supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<input type="checkbox"/> Logical conclusion is not present.	<input type="checkbox"/> Logical conclusion about the common topic is present but is not supported with relevant textual evidence.	<input type="checkbox"/> Analysis integrates the main ideas and details in the "texts" <input type="checkbox"/> Comparisons between various media formats build towards logical conclusions about the common topic.	<input type="checkbox"/> Comparisons between various media formats build towards multiple conclusions about the common topic which are supported by text evidence.

Sixth Grade Unit One

Exploring Culture and Identity through Text and Images

Unit Name: Exploring Culture and Identity through Text and Images

Unit Description: Students will read a novel that highlights the relationship between culture and identity. Students will also read and respond to several shorter informational texts on the same topic. By the end of the unit, students will have read a variety of literature and informational texts, and they will reference those texts to communicate their understanding of how culture influences identity through the creation of a photo essay.

Length: 5 Weeks

Enduring Understandings	<ul style="list-style-type: none">▪ Readers determine important ideas in texts and use those ideas to develop a summary of the text▪ Readers use textual evidence to draw conclusions▪ Writers use certain organizational structures, specific word choice, and a variety of evidence when explaining a topic in an essay
Essential Questions	<ul style="list-style-type: none">▪ How do our cultural experiences influence who we are?▪ How do authors convey meaning through words and/or images?
Common Core Standards	<p><i>Primary Standards Assessed</i></p> <p>RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Primary</i></p> <p>RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><i>Secondary</i></p> <p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><i>Secondary Standards Addressed</i></p> <p>RL.6.2; RL.6.9; RI.6.2; RI.6.3; RI.6.10; W.6.4; W.6.5; W.6.7; W.6.8; W.6.9 ;W.6.10; SL.6.1; SL.6.4; L.6.1; L.6.2</p>
Skills	<p><i>Reading, Writing, and Citing Textual Evidence</i></p> <ul style="list-style-type: none">▪ Literal and inferential comprehension▪ Summarizing▪ Drawing conclusions from textual and/or visual evidence▪ Making connections across a variety of texts (short, extended, online, etc.)▪ Applying the qualities of informative/explanatory writing

**THE COMMON CORE STATE STANDARDS
IMPLICATIONS FOR COMMUNITY COLLEGES AND STUDENT
PREPAREDNESS FOR COLLEGE (2013)**



National Center for Postsecondary Research
www.PostsecondaryResearch.org

The authors recommend that community colleges

1. use the CCSS 11th grade assessment (PARCC) as one in a set of multiple measures used in placement decisions for students entering college directly after high school
2. align developmental education and introductory college-level courses in math and English composition to the CCSS to smooth the transition for recent high school graduates entering college
3. work directly with local K–12 partners to help more graduating high school students enter college without needing remediation

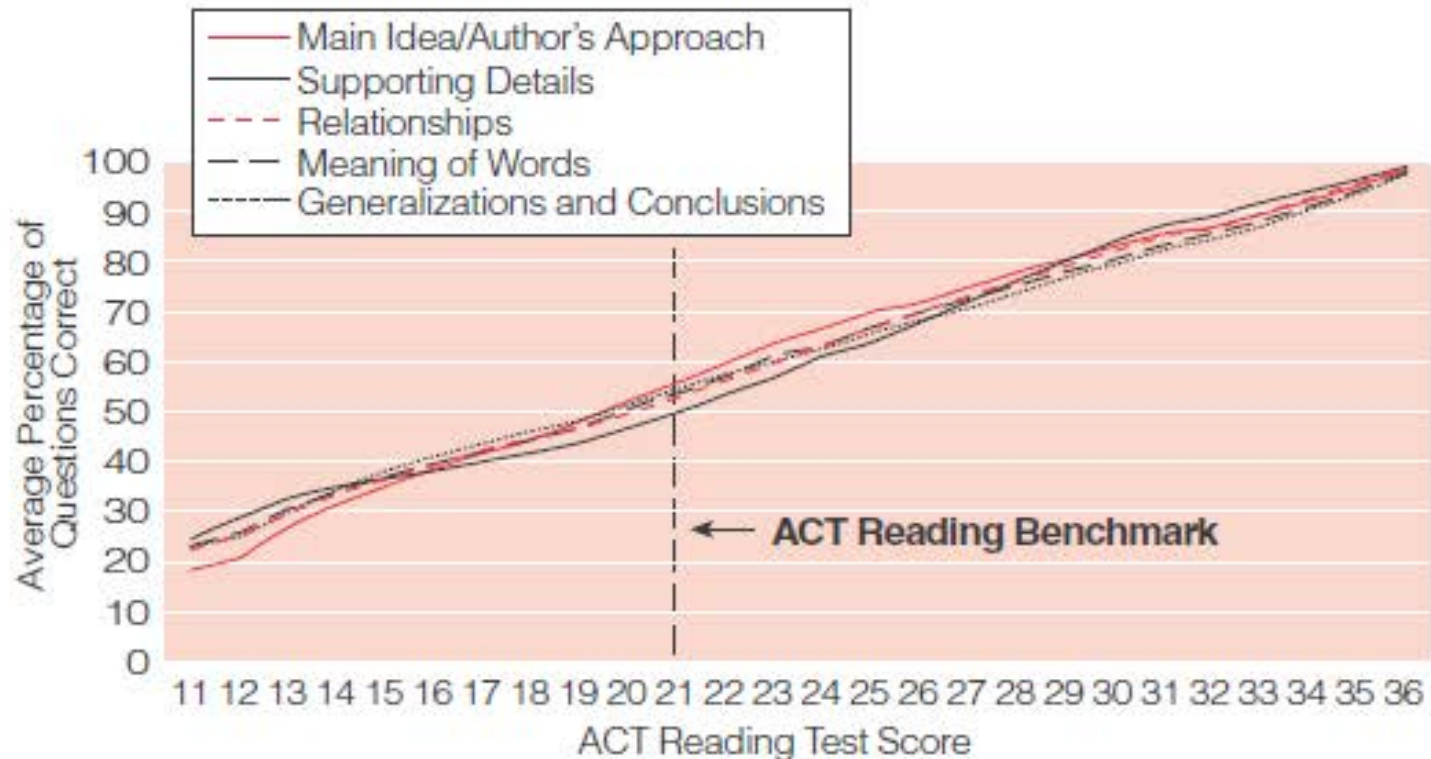
COMMON CORE

Key terms

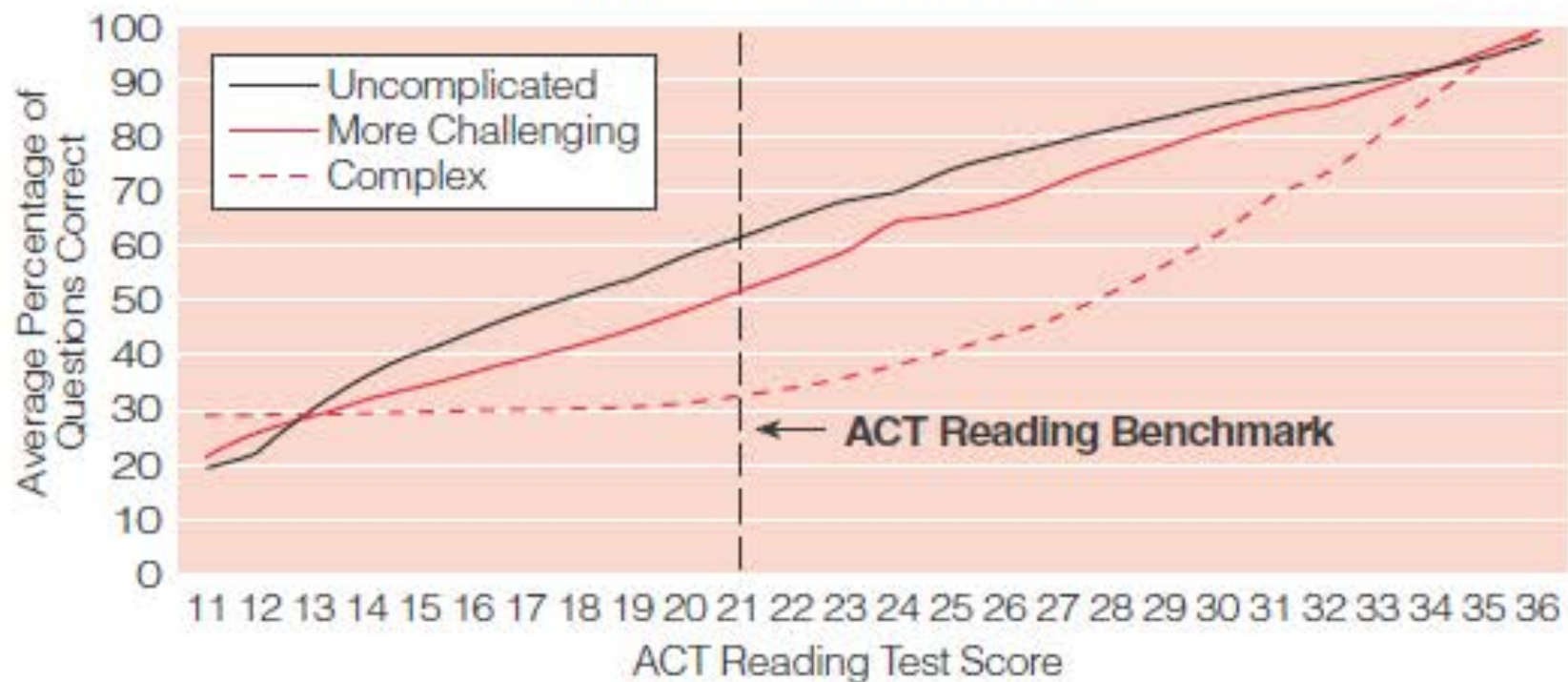
- Career and College Ready (CCR)
- Text complexity
- Close reading

ACT TEXTUAL ELEMENTS

*Performance on the ACT Reading Test by Textual Element
(Averaged across Seven Forms)*



*Performance on the ACT Reading Test by Degree of Text Complexity
(Averaged across Seven Forms)*



TEXT COMPLEXITY

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid [®]	The Lexile Framework [®]	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

TEXT COMPLEXITY






(1) Structure.

- Low complexity
- Complex
- High complexity

(2) Language Conventionality and Clarity. Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (such as general academic and domain-specific vocabulary).

(3) Knowledge Demands. Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

(4) Levels of Meaning (literary texts) or Purpose (informational texts). Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

Category	Notes and comments on text, support for placement in this band	Where to place within the band?				
		Beginning of lower grade	End of lower grade	Beginning of higher grade	End of higher grade	NOT suited to band
Structure (both story structure or form of piece)						
Language Clarity and Conventions (including vocabulary load)						
Knowledge Demands (life, content, cultural/literary)						
Levels of Meaning/ Purpose						
Overall placement	Justification					

EXAMPLE UNIT READINGS

Readings	<u>Lexile</u> Level	Grouping
Naylor: Meanings of a Word	1240	Group
Grill: "Whose English Counts?"	1200	Class
Tan: Mother Tongue	1150	Individual (last reading)
Keller: Day Language Came Into My Life	1040	Group
Knowles: Women's Club	925	Individual
X, Malcolm: "Saved." The Autobiography of Malcolm X.	850	Individual
<u>Tohe</u> : No Parole Today	800	Individual
Dominguez: How I was Created	750	Individual (1 st reading)
Support Video: Do You Speak American? & The Danger of a Single Story		

Précis

The book "mindset the new psychology of success" By: Carol S. Dweck, Ph.D. proves that students who have a growth mindset perform better than fixed mindset students in school. In the beginning of the semester in college they measured student's mindset. They then followed the students through the course, keeping an eye on their grades and inquiring about their study strategies. In the end of the semester "Once again we found that the students the growth mindset earned better grades in the course." Pg. 21. This book is geared more towards an audience of students to see who performs better in school.

***Precis**

Carols S. Dweck, Ph D, the author of "*Mindset:The New Psychology of Success*", imply a new psychology of a strong mindset focused on human qualities that can be carved in stone. She contribes her childhood memory about how learning new opportunities to expand the mindset. Dweck says it better,"you were smart or weren't, and failure meant you weren't. It was simple. If you could arrange successes and aviod failures (at all costs), you could stay smart. Struggles, mistakes, perservance were just not part of this picture"(pg2). Which mean learning from your mistakes, being able to overcome your obstables you'll understand the human qualities. Being a failure does not reflect who you will become it gives you time to cope with being a better person. The author establishes the power of mindset affect whether you grow or don't grow. Also, focus on the most challenging belief that can be changed.

