**Stretching Our Cores to Meet the Standards: Reading and Writing across the Curriculum**

Presentation by Kia Jane Richmond, Ph.D. to the Kingsford High School Faculty

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| Hour One - Warming Up – **What Do We Already Know/Do?** |
| Introductions   * **Individual writing/sketching**: What do you already know about the Common Core State Standards in your academic area? What do you already know about teaching literacy in your academic area? * **Partner sharing**: Talk to a neighbor about your prior knowledge about CCSS. Come up with at least one item to share * **Whole group discussion**: Make a list of what we know as a community   Brief Overview: CCSS in Michigan \_What, Why, How, Now?   * **Alignment Documents** for HSCE and CCSS in ELA and in History/Social Studies, Science, and Technical Subjects (pdf ELA Alignment) * **Crosswalk** ELA, Social Studies, Science (pdf 6-12 ELA) * **Mathematics** CCSS - * **Toolkit for Evaluating the Alignment** of Instructional and Assessment Materials to the CCSS <http://www.achievethecore.org/files/7113/7434/8379/Toolkit_for_Evaluating_the_Alignment_of_Instructional_and_Assessement_Materials_to_the_CCSS.pdf>   (note: there is controversy with Achieve the Core being tied to money from the Gates Foundation, the GE Foundation, and the founder of Achievement Partners, David Coleman, who is labeled “an architect of the Common Core State Standards, is now president of the College Board, which governs the AP program and the SATs)  More Controversy/Ongoing Questions  *2013-2014 Regular Session*  ***Education; curriculum; implementation of certain common core standards and assessments in this state; prohibit. Amends sec. 1278 of 1976 PA 451 (MCL 380.1278) & adds sec. 1278c.*** This bill would require the state not to implement the Common Core State Standards. The bill itself has not been acted on for several months. However, the Michigan Gov. Rick Snyder, a Republican, approved a budget last month that prohibits the state from spending general funds to implement the common core and the Smarter Balanced Assessments associated with the standards, beginning on Oct. 1. The state department said the spending prohibition would severely impact the common core in the state and cause confusion in districts and schools.The MDE says,” Concurrently, Michigan signed on as a governing state with the SMARTER Balanced Assessment Consortium which applied for and received federal funds to develop a series of formative, interim, and summative assessments based on the CCR-CCSS.  New summative assessments are scheduled to replace the MEAP and MME in the spring of 2015.”  <http://www.michigan.gov/mde/0,1607,7-140--232021--,00.html>  Testimony in August about CCSS problems <http://www.mlive.com/education/index.ssf/2013/08/diane_ravitch_other_common_cor.html>  August 24, 2013: Diane Ravich: “ When I testified by Skype to the Michigan legislative committee debating the Common Core a couple of weeks ago, I told them to listen to their teachers and be prepared to revise the standards to make them better. Someone asked if states were “allowed” to change the standards. I asked, why not? Michigan is a sovereign state. If they rewrite the standards to fit the needs of their students, who can stop them? The federal government says it doesn’t “own” the standards. And that is true. The federal government is forbidden by law from interfering with curriculum and instruction.  States should do what works best for them. I also urged Michigan legislators to delay any Common Core testing until they were confident that teachers had the professional development and resources to teach them and students had had adequate time to learn what would be tested.” ([The Biggest Fallacy of the Common Core Standards: No Evidence](http://dianeravitch.net/2013/08/24/the-biggest-fallacy-of-the-common-core-standards-no-evidence/), [By dianerav](http://dianeravitch.net/author/dianerav/) , [August 24, 2013](http://dianeravitch.net/2013/08/24/the-biggest-fallacy-of-the-common-core-standards-no-evidence/) // 84)  FYI: Diane Ravitch will be at NMU on Wednesday, October 9, 2013. Her public speech will be at 7:30 p.m. in the University Center.   * Testing? <http://www.smarterbalanced.org/2013/06/practice-tests-now-available/>   Problem: “**Important Limitations:** The Practice Tests provide a preview of the Smarter Balanced assessments, but they do not encompass the full range of content that students will encounter on the spring 2014 Field Test or on the operational assessments, and should not be used to guide instructional decisions. In addition, students and teachers will not receive reports or scores from the Practice Tests. Although the operational assessment system will be [computer adaptive](http://www.smarterbalanced.org/smarter-balanced-assessments/computer-adaptive-testing/), the Practice Tests follow a fixed-form model.  By fall 2013, the Practice Tests will be augmented with additional features, including:   * Performance tasks for mathematics (including classroom-based activities); * Classroom-based activities for ELA/literacy performance tasks in selected grades; * Scoring rubrics; and * American Sign Language translation and other accommodation and accessibility tools.   Development of the Smarter Balanced Assessment System will continue after the release of the Practice Tests and through summer 2014 in collaboration with member states and educators.   * I HAVE EXAMPLES OF ELA TEST SCORING GUIDES FOR GRADES 6, 7, 8, and 11in PDF format   We should look at those at some point.   * Note: I went in to the practice test site on 8/25 and found “The Practice Test will be unavailable Saturday, August 24 at 12:00 am ET through Sunday, August 25 in order to deploy enhancements to the test. The Practice Test will be back online on Monday, August 26 at 12:00 am ET.”The Practice Test can be taken on any Internet-connected computer using a current Web browser including: Mozilla Firefox, Google Chrome, Apple Safari. Currently, Microsoft Internet Explorer is not a supported browser. We are looking into supporting IE 9 and 10 by fall 2013. ‘  FYI – Smarter Balanced Test Items and Task Types**:** The Smarter Balanced assessment system includes a variety of item types. Smarter Balanced is exploring different response options for mathematics problems, including innovative uses of tablet technology. …  * **Selected-response items** prompt students to select one or more responses for a set of options. * **Technology-enhanced items** take advantage of computer-based administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types. Technology-enhanced items capitalize on technology to collect evidence through a non-traditional response type, such as editing text or drawing an object. Selected-response and technology-enhanced items can be scored automatically. * **Constructed-response items** prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target. * **Performance tasks** measure a student’s ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks will be used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items. Some constructed-response items and performance tasks can be scored automatically; many will be hand-scored by professionally trained readers.These tasks will be delivered as part of the interim and summative components of the assessment system, with more extended tasks available in the digital library as part of the Smarter Balanced-developed exemplar instructional modules and inventory of currently available resources. The time and resource constraints for each performance task will be guided by its placement in the overall assessment system. Smarter Balanced has a comprehensive research agenda.  Common Core Literacy in the Sciences and Technical Subjects The Common Core State Standards emphasize building knowledge through content-rich nonfiction and practice with reading complex informational text. This requires literacy work in both ELA classes and science and social studies classes. |
| Hour Two - Stretching the Core – **What Are We Being Asked to Do** ? |
| Use Your Professional Expertise: That’s the Best Part!  **Reminder: we’ve been doing this reading and writing in all subjects forever; nothing new about that. It’s not a one way street. English is also bringing other subjects in to the study of literature, language, and writing.**  1. **Text Complexity** – Choosing Texts   * What is text complexity? Rather than focusing exclusively on literacy *skills*, the Common Core State Standards set expectations for the *complexity of texts* students need to be able to read to be ready for college and careers. To choose texts that are on grade level for the CCSS use three steps:  1. Use *quantitative measures* to assign a text to a grade band. 2. Use *qualitative measures* to locate a text within a specific grade band. 3. Use *professional judgment* to decide how suited a text is for a specific instructional purpose with a particular set of students.   (<http://www.achievethecore.org/ela-literacy-common-core/text-complexity/>)  <http://www.achievethecore.org/files/1713/6433/6476/Companion_to_Qualitative_Scale_Features_Explained.pdf>   * Questions for Professional Reflection on Reader and Task Considerations – see pdf * Common Core Standards Qualitative Features of Text Complexity Explained   Companion to the Qualitative Dimensions Scale – pdf.   * Text Complexity: Qualitative Measures Rubric Informational Text pdf (all subjects) * Text Complexity: Qualitative Measures Rubric Literary Text pdf (anyone who brings in literature) * Exercise – **how** **complex is your text**?  |  | | --- | | SEE Sample paragraphs without reading scores and grade levels doc | | Work together to recommend grade levels | | REVIEW Sample paragraphs with reading scores and grade levels doc | | DISCUSS – and look at textbooks if time |  1. **Text-dependent Questions** – Vocabulary, Creating Questions, Asking for Documentation   See PowerPoint Text Dependent Qs (note: PARCC is similar to Smarter Balanced Assessment, which is what we will be using in Michigan)   1. **Vocabulary:** In Appendix A, Beck, McKeown, and Kucan are mentioned and examples of various types of vocab are given (pp. 32-35) -   EX: “Beck, McKeown, and Kucan have provided a widely used classification scheme for organizing words within a narrative or informational text.”   * “Tier I words are everyday nouns and verbs like neighbor and return, largely acquired through social interaction, and warrant little or no instruction in upper-grade content coursework.” * “Tier II words are more advanced academic words with wide and varied applicability across subject areas.” * “Tier III words are topic-specific terms used in technical material within a particular academic discipline.”   ([**http://languagemagazine.com/?page\_id=7706**](http://languagemagazine.com/?page_id=7706)**)**  EX: “Feldman and Kinsella (2008) offer content-area colleagues nuanced guidelines for prioritizing words in informational texts for explicit lesson instruction.” They ask us to consider “two major categories when designing vocabulary instruction for a text-based lesson: domain-specific vocabulary (topic-centric, discipline-specific) and high-utility vocabulary (topic-neutral, interdisciplinary).” They focus us on two areas:  • “Words that are important to understanding and discussing the key ideas and details within the informational text” • “Words that are useful for students to engage in literate discourse about the text and across academic disciplines” ([**http://languagemagazine.com/?page\_id=7706**](http://languagemagazine.com/?page_id=7706)**)**   1. **Creating Questions**: see examples in power point   **How can you ask students**   1. **Asking for Documentation**: MLA, APA, Chicago/Turabian  * What *counts* as evidence? How should students *document* their sources?  1. **Writing** – types – Argumentative, Informational/Expository, Narrative (see appendix A)  * The “special place of argument in the standards” see Appendix A * Note: … “the CCSS also require that secondary students "write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences" (Common Core, 2010, p. 41). (from “Illuminating” [Danielle Lillge](http://wac.colostate.edu/atd/second_educ/lillge.cfm#contactinfo)) * **Publishers’ Criteria, 3-12** The Common Core State Standards require that the balance of writing students are asked to do parallel the balance assessed on the National Assessment of Educational Progress (NAEP):   In high school, 40% of student writing should be to write arguments, 40% should be to explain/inform, and 20% should be narrative. These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts.  (*Publishers’ Criteria, 3-12,* page 11-12) (Taken from [Understanding the Big Shift in CCSS - Common Core Arkansas](http://www.google.com/url?sa=t&rct=j&q=recommended%20texts%20high%20school%20common%20core%20informational&source=web&cd=10&ved=0CFQQFjAJ&url=http%3A%2F%2Fcommoncore.aetn.org%2Fstrategic-plan%2FUnderstanding%2520the%2520Big%2520Shift%2520in%2520CCSS.doc&ei=k4UTUtCZHoni2wWy1oGgDg&usg=AFQjCNHaxUzSbD8tPkw7xzhZ4XQDcgINnw))   * Writing <http://www.achievethecore.org/ela-literacy-common-core/writing/> |
| Hour Three – Hitting Our Stride – **What Plans Can We Make?** |
| Writing across the Curriculum   * Strategies to improve writing  1. See **Analytical Writing in the Content Areas doc** 2. See Essay writing doc 3. Transitional devices – Purdue Owl doc 4. Look at ELA Literacy Standards for 9-12 doc 5. Comparison of Common Core ELA 9-12 and CCR Anchor Standards (June 2010) and Michigan HSCE 6. ELA Rubrics   Reading across the Curriculum   * Strategies to improve reading  1. See Real Reading, Real Writing: Content Area Strategies doc 2. Comparison of Common Core ELA 9-12 and CCR Anchor Standards (June 2010) and Michigan HSCE doc 3. ELA Rubrics   According to a recent ASCD article (2012), “students working with complex texts need to know how to do a close reading, and this is a skill teachers can explain and model to help students internalize the process.” Jay McTighe, coauthor of *Understanding by Design*, says, you can teach students to “notice and understand the function of text structures like headings, bullets, bold type, sidebars, and chapter organization. Also, story maps and character analysis charts can help make the invisible visible and give kids a concrete structure for understanding abstract ideas.” |
| Hour Four - Cooling Down – **What Will We Do Next?**  **Break out groups by subject or grade level?**  Choose a unit you are already teaching which you’d like to examine.  Questions to consider:  How are you using reading and writing strategies in your unit?  What CCSS standards are you already addressing?  What other reading and writing strategies might be useful?  What CCSS standards might you add?  What *counts* as evidence? How should students *document* their sources? |
| Planning in break out groups - how will you take the information/ideas from today and revise your plans for this semester? What kind of support do you need from your fellow teachers and administrators? From parents and guardians? From students? |



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