

Common Core & PARCC Parent Academy

Grades 6-8 ELA

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The Common Core in Three Minutes



<http://vimeo.com/51933492>

What's all the fuss about? The REAL Facts!

Myth: The standards are just vague descriptions of skills and do not include a reading list or any other reference to content.

Fact: The standards do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the standards. The exemplars of high-quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides a reference point for teachers when selecting their texts, along with the flexibility to make their own decisions about what texts to use.

What does Mountz do?

- use texts or portions of text from Common Core Appendix B in addition to literature we value

What's all the fuss about? The REAL Facts!

Myth: English teachers will be asked to teach science and social studies reading materials.

Fact: With the ELA standards, English teachers will still teach their students literature as well as literary nonfiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are also focusing on reading and writing to build knowledge within their subject areas.

What's all the fuss about? The REAL Facts!

Myth: The standards do not have enough emphasis on fiction/literature.

Fact: The Common Core requires certain critical content for all students, including classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are made at the state and local levels. The standards require that a portion of what is read in high school should be informational text, yet the bulk of this portion will be accounted for in non-ELA disciplines that do not frequently use fictional texts. This means that stories, drama, poetry, and other literature account for the majority of reading that students will do in their ELA classes. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Key Shifts in English Language Arts

Regular practice with complex texts and their academic language

- no longer just the skills of reading and writing, but the complexity of the texts students must read to be ready for the demands of college, career, and life
 - *What is HWM doing?* Using Achieve 3000 and SRI (lexile), using suggested texts in Common Core Appendix B
- Academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*)
 - *What is HWM doing?* Wordly Wise 3000

Key Shifts in English Language Arts

Reading, writing, and speaking grounded in evidence from texts, both literary and informational

- Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.
- Before the Common Core forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life.

Key Shifts in English Language Arts

Building knowledge through INFORMATIONAL TEXT

- 6-8 ELA: 55% Informational Text and 45% Reading Literature
 - This includes reading completed in all school subjects: science, social studies and technical areas
 - We are still reading lots of literature in ELA!

Why the push for informational text?

“Over 85 percent of the reading and writing we do as adults is nonfiction.”

Tony Stead, author of *Is That A Fact?*

So...

How does this
relate to PARCC?

Two Summative Assessments

Performance Based Assessment (PBA)

March

- Narrative Task
- Literary Analysis Task
- Research Simulation Task
- Evidence Based Selected Response (EBSR)
- TECR: technology enhanced constructed response

End of Year Assessment (EOY)

May

Based on a variety of reading passages

- Evidence Based Selected Response (EBSR)
- TECR: technology enhanced constructed response

PBA: The Narrative Task

When reading....

- analyze the figurative language, syntax, word choice, repetition, diction, style to understand **author's craft**
- analyze the plot, characters, setting to understand where story would go

When writing...

- stay true to word choice/vocabulary matters
- stay true to craft
- stay true to plot, characters, setting
- finish a story
- create a new story

Narrative Task Example

In the excerpt from *The Adventures of Tom Sawyer*, Tom, Huck, and Tom's friend Joe Harper run away to an island to become pirates. While frolicking around and enjoying their newfound freedom, the boys become aware that the community is sounding the river for their bodies. Tom sneaks back home one night to observe the commotion. After a brief moment of remorse at the suffering of his loved ones, Tom is struck by the idea of appearing at his funeral and surprising everyone. He persuades Joe and Huck to do the same. Write an original story about the events in this excerpt from the point of view of one of Tom's loved ones.

PBA: The Literary Analysis Task

When reading....

- analyze the figurative language, syntax, word choice, repetition, diction **to determine the message**
- analyze the content to determine the message
- find text evidence to support the discerned message

When writing...

- word choice/vocabulary matters
- transition words to connect sources matter
- **SYNTHESIS: “sources need to dance” with each other within a paragraph**
- Introduction- theme described within the thesis statement
- Link diction devices, syntax, tone, mood, sentence structure, word order to theme
- Conclusion- final thoughts on the theme
- need follow up explanation when using text evidence
- cite source A and B
- **additional insight from students is OUT**
- use all resources

Literary Analysis Example

You have read excerpts from two novels focused on survival in the wilderness. These excerpts are from: *Brian's Winter* by Gary Paulsen and *Call of the Wild* by Jack London. Consider how the main character in each excerpt reacts to the incidences that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality. You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

PBA: The Research Simulation Task Example

Genetically modified food (GMF) are crops or livestock that have had their DNA altered by artificial means. Scientists take the natural DNA of an organism and change to improve it in a variety of ways. GMF might be made bigger, better looking, or resistant to weather and pesticides. Many scientists insist that GMF is not only safe and healthy for human consumption, but is necessary for the continued success of humans as a species. Others claim that we do not know the effects of GMF and it is not natural to eat.

Should humans continue to grow and eat Genetically modified food? Write a persuasive piece that addresses the question and supports your position with evidence from at least **3 of the sources below**. Be sure to acknowledge competing views. You may give examples from past and current events or issues to illustrate and clarify your position. You may refer to the sources by their titles (Source A, Source B, Source C, and Source D).

Examples of Sources

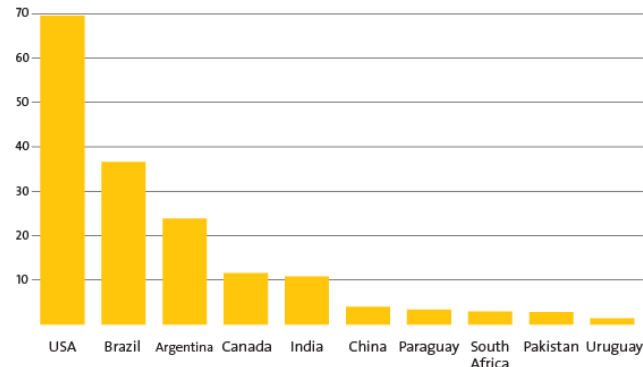
Articles- “GMO? Good to Eat”

“Genetic modification of crops can produce varieties that are more resistant to pests and diseases, reducing losses and lessening the dependence on pesticides. For example, a gene that gives resistance to a fungal infection in a wild plant can be inserted into a food plant that lacks this protection. The crop is then less susceptible to this disease.”

Graphs and Images

The World's Biggest GMO Lovers

Top GMO crop growing countries, in million hectares (2012)



Source: ISAAA

Mother Jones

Videos



PARCC in Content Areas

Common Core in content areas is not just completing practice writing pieces. Common Core is woven naturally into everything that is done. In Social Studies, that might mean a DBQ. In science even our lab reports have changed as a result of Common Core.

Science Conclusion Without Common Core

The experiment I conducted intended to see if gummi bears change densities after being in water overnight. My hypothesis said that yes the density will change. And yes that shows our hypothesis was correct. The experiment clearly shows that gummi bears density gets affected from being in water. The procedure may be improved by using more than just one trial. That will make the experiment prove more because the conclusion is proven in more than one trial. There may be something different about the gummy bear we used than the others, so it could substantially change the experiment. The best part of the experiment was that the gummy bear changed size in the same amounts. Further research can be conducted to see if different size gummi bears grow the same amount as other sizes after being in water overnight. Being that the gummy bear grew so much it shows waters affect on sugar and other substances in the gummy bear. In a website that answers questions it states "The gummy bear has substances that are:glucose, starch, and gelatin. All these substances absorb water. However, they all absorb water, the starch and gelatin are prevented from dissolving in water. So the water swells the gummy bear rather than dissolves it.

Science Conclusion With Common Core

The experiment I conducted intended to see if gummi bears change densities after being in water overnight. We measured gummy bears length, width, thickness, mass, and volume. After that we left it in water overnight and measured them again. Some of the best elements of my procedure were the categories we measured. An element of the experiment that should be changed is we didn't use set amounts of water in the cup, and that may have affected the growth. Yes, the hypothesis I created was correct. The density of the gummi bear did increase after being left in water overnight.

Collected data and additional research proves the hypothesis to be true. The gummy bears increased by 2 centimeters in width, thickness, and length. They increased by 4 ML in volume and 4 Grams in mass. The density increased by 2 g/ml! Additional research collected from a professional researcher can explain this effect. He states "The gummy bear has substances that are: glucose, starch, and gelatin. All these substances absorb water. However, they all absorb water, the starch and gelatin are prevented from dissolving in water. So the water swells the gummy bear rather than dissolves it. This all occurs due to a process called osmosis. In simpler words the gummy bear expands or grows a lot larger". Finally, evidence from class discussion connects the two. When we observed there cups the gummy bears looked a lot bigger than the traditional small gummy bear. We know from class that more molecules in an object increase density. Water molecules must have entered the gummy bear.

In our data our density grew as well as our other categories. Collected data, additional research and discussion from class all support my hypothesis being correct.

Evidence Based Selected Response (EBSR)

- each question has two parts
- Part A focuses on a reading skill
- Part B to identify best evidence that supports answer to Part A
- each question worth 2 points
 - Part A correct + Part B incorrect=1 point
 - Part A incorrect + Part B correct=0 points Why? It is considered the student took a lucky guess

EBSR example

Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- a. She is angry that he left her alone.
- b. She blames him for her difficult childhood.
- c. She appreciates his thorough knowledge of nature.
- d. She is grateful that he planned out her future.

Part B

Which sentence from the passage best shows Miyax's feelings for her father?

- a. "She had been lost without food for many sleeps on the North Slope of Alaska."
- b. "This could be done she knew, for her father, an Eskimo hunter, had done so."
- c. "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."
- d. "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

Technology Enhanced Constructed Response (TECR)

What are we doing at HWM to prepare students for TECR's?

- Achieve 3000
- Wordly Wise 3000 uses “drag and drop” and multiple answer features

<http://practice.parcc.testnav.com>

Let's Play with PARCC

<http://parcc.pearson.com/practice-tests/english/>

http://www.corestandards.org/assets/Appendix_B.pdf