


Setting the Background

- Honest about time
- Aligned to requirements for College and Career Readiness
- Based on evidence



SHIFT ONE:
Building knowledge through content-rich nonfiction

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Building knowledge through content-rich nonfiction

- Much of our knowledge base comes from informational text
- Makes up vast majority of required reading in college/workplace (80%)
- Informational text harder for students to comprehend than narrative text
- Yet students are asked to read very little of it in elementary and middle school (7% to 15%)
- CCSS moves percentages to 50:50 at elementary level and 75:25 at secondary level

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SHIFT TWO:
Reading, writing and speaking grounded in evidence from text, both literary and informational

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

- Most college and workplace writing is evidence-based and expository in nature (not narrative)
- Ability to cite evidence differentiates student performance on NAEP
- Writing Standards ask students to respond to evidence-based writing prompts (inform/argue)
- Speaking and listening standards require students to prepare for and refer to evidence on ideas under discussion
- Reading standards require students to respond to text-dependent questions with evidence-based claims

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**Sample Literacy Question:
Pre-Common Core Standards**

(Students first listen to and read the Shel Silverstein poem "Moon-Catchin' Net")

Has there ever been something you wanted very much that you may or may not have been able to get? Write a composition about what you wanted.

Include the following:

- What did you want to have and why did you want this?
- If you got it, explain how it happened and why you were successful.
- Explain how you might be successful in getting it in the future.

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**Sample Literacy Question:
Pre-Common Core Standards
The Adventures of Tom Sawyer**

- Have the students identify the different methods of removing warts that Tom and Huckleberry talk about. Discuss the charms that they say and the items (i.e. dead cats) they use. Ask students to devise their own charm to remove warts. Students could develop a method that would fit in the time of Tom Sawyer and a method that would incorporate items and words from current time. Boys played with dead cats and frogs, during Tom's time. Are there cultural ideas or artifacts from the current time that could be used in the charm?

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Sample Literacy Question:
Common Core Standards

The Adventures of Tom Sawyer

- Why does Tom hesitate to allow Ben to paint the fence? How are his sentences constructed to reflect that hesitation? What effect do Tom's hesitations have on Ben?

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SHIFT THREE:
Regular practice with complex text and its academic language

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Regular practice with complex text and its academic language

- Gap between complexity of college and high school texts is huge
- What students can read, in terms of complexity is greatest predictor of success in college (ACT study)
- Too many students reading at too low a level (<50% of graduates can read sufficiently complex texts)
- Standards include a staircase of increasing text complexity from elementary through high school
- Standards also focus on building general academic vocabulary so critical to comprehension

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Cautions:

- ✓ Not about “gap analysis”
- ✓ Not a march through the standards
- ✓ Not about breaking apart each standard

Resources

- www.achievethecore.org
- www.pta.org/4446.htm
- <http://parcconline.org/parcc-content-frameworks>

The screenshot shows a webpage with the following content:

Steal these tools
The resource repository is used for implementation this year.

You've got to read this
Articles, blogs and research you SHOULD read

By teachers for teachers
A collection of educators doing the work of the Core.

Close reading examples
To be college and career ready, students need to be able to read sufficiently complex texts on their own and gather evidence, knowledge, and insight from those texts. These close reading exemplars intend to model how teachers can support their students as they change the kind of text reading the Common Core State Standards require.

Each of these exemplars features the following: readings texts in which students are asked to read and attend passages and respond to a series of three sequential questions: vocabulary and syntax tasks which target more vocabulary or challenging words and phrases; discussion tasks in which students are prompted to defend and analyze their own thinking; and writing tasks for which students understand the purpose of the text.

We encourage teachers to take these exemplars and modify them to suit the needs of their students. If you do these lessons in your classroom and have ideas about how to improve them further, feel free to send us notes.

Grade	Text	Text Type	Text Complexity	Text Type and Purpose	Text Complexity
Grade 4	Read the first book about the life of Amelia Earhart	Informational text	4-1	Read the first book about the life of Amelia Earhart	4-1
Grade 5	Read the first book about the life of Amelia Earhart	Informational text	5-1	Read the first book about the life of Amelia Earhart	5-1
Grade 6	Read the first book about the life of Amelia Earhart	Informational text	6-1	Read the first book about the life of Amelia Earhart	6-1
Grade 7	Read the first book about the life of Amelia Earhart	Informational text	7-1	Read the first book about the life of Amelia Earhart	7-1
Grade 8	Read the first book about the life of Amelia Earhart	Informational text	8-1	Read the first book about the life of Amelia Earhart	8-1
Grade 9	Read the first book about the life of Amelia Earhart	Informational text	9-1	Read the first book about the life of Amelia Earhart	9-1
Grade 10	Read the first book about the life of Amelia Earhart	Informational text	10-1	Read the first book about the life of Amelia Earhart	10-1
Grade 11	Read the first book about the life of Amelia Earhart	Informational text	11-1	Read the first book about the life of Amelia Earhart	11-1
Grade 12	Read the first book about the life of Amelia Earhart	Informational text	12-1	Read the first book about the life of Amelia Earhart	12-1
