

A CHANGING LANDSCAPE

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Common Core State Standards

- <http://www.CoreStandards.org/>
- The Council of Chief State School Officers and The National Governors Association Center for Best Practices
 - **Fewer, clearer, and higher**, to best drive effective policy and practice;
 - Aligned with **college and work expectations**, so that all students are prepared for success upon graduating from high school;
 - Inclusive of **rigorous** content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - **Internationally benchmarked**, so that all students are prepared for succeeding in our global economy and society; and
 - **Research** and evidence-based.

College & Career Ready

In an Age of Information, what most professionals do is research, think, and make arguments.

**Williams & McEnerney
University of Chicago**

Research-Based

The Common Core is in part a response to the steady decline in the complexity of texts over the last 50 years in US schools.

**Chall & Colleagues
Harvard University**

Big Ideas From The Common Core

- **All students must be able to comprehend texts of steadily increasing complexity as they progress through school.**
- **The complexity of what students read matters.**

Big Ideas From The Common Core

- **Literacy is everyone's job**
- **Nonfiction reading and writing will play an increasing role under the demands of the Common Core**

Increase in Lexile Ranges

Middle School

Old Lexile Range (Grades 6-8)

860-1010

Lexile Range Aligned to

Common Core (Grades 6-8)

955-1155

The Common Core ELA & Literacy in History, Social Studies, Science & Technical Subjects

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

The Common Core ELA & Literacy in History, Social Studies, Science & Technical Subjects

Grade	To Argue	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Will this go away too?



The Imperative

- **Our new Common Core Standards will challenge us to move beyond recall of facts.**
- **We will be challenged to assess student learning in more **complex** and **multi-dimensional ways**.**
- **We will also be challenged to infuse more **cognitive complexity** into the knowledge-acquisition process. (Conley, 2011)**

We Need To Shift Our Thinking From.....

“It is too hard for the kids” to the following question.

New Question

What scaffold do we need to supply so our students can reach complexity and higher level thinking?

Curriculum Should Be Fun!!!!

- **Imaginative**
- **Creative**
- **Intellectual Curiosity**

Model! Model! Model!

- **RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **SS 1. Cite specific textual evidence to support analysis of primary and secondary sources.**

Paul Revere's Ride



Paul Revere's Ride

- **RI 1. Reading Informational Text: Students read multiple historical accounts of Paul Revere's ride. They cite textual evidence to support their analysis of what is stated explicitly and what is inferred. They compare the historical accounts to Longfellow's poem *Paul Revere's Ride*.**
- **(This would be an extended reader response)**

Paul Revere's Ride

- **RL 1. Reading Literature Standard One - Example: Read the poem "Paul Revere's Ride. Cite examples of what is stated explicitly and what is inferred. Support with evidence what emotions you believe the author was trying to elicit.**

Now think out of the box!

- **Could this lead to engaging persuasive writing that would cross disciplinary boundaries?**

Example

Modern critics of *Paul Revere's Ride* point to the many historical inaccuracies within the poem. The poem was written in 1860, almost a century after the event. Some say Longfellow's intent was to stir the American spirit. Are authors justified in representing history inaccurately? Make a claim. Support your claim with evidence.

Back to College & Career Ready

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arguments.**

**Williams & McEnerney
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So what kind of key cognitive strategies will students need?

- **Problem formulation – explore the possibilities**
- **Research – Collect information from a variety of relevant sources**
- **Interpretation – consider consistencies and contradictions – judge relevance**
- **Communication – construct arguments and presentations**
- **Precision & Accuracy – exercise precision and accuracy consistent with the disciplines**

(Conley, Educational Leadership, March 2011)

Documents

- **Common Core Standards**
- **Appendix A: Research**
- **Appendix B: Sample complex texts and sample performance assessments**

Critical Statement

- **The text exemplars are supplemented by brief performance tasks that further clarify the meaning of the Standards. These sample tasks illustrate specifically the application of the Standards to texts of sufficient complexity, quality and range.**

Sample Performance Task

CCS Appendix B: Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's Words We Live By: Your Annotated Guide to the Constitution. [RH.6–8.1]

How can we provide the scaffold to get there?

- **A system of summative, common formative and formative assessments.**



Assessment Sort

Formative	Common Formative	Summative

Analyze a Performance Task

- **Take one of the sample performance tasks on the list.**
 - **Work with a team at your table.**
 - **Analyze what students would need to know to be successful on this task.**
- (Formative/Common Formative)**

Common Core

**Irony: It is not about being
“common” or “ordinary”**

It is about....

Being EXTRAORDINARY