

ELA CCSS: Integrating the Practices in Grades 3-5

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

Grade	Literary	Informational
4		
8		
12		

Reflect on your current practices:

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4			
8			
12			

Reflect on your current practices:

College and Career Readiness Anchor Standards for Writing

Examine each of the anchor standards below. Identify a unit of study or content topic which provides an opportunity for students to write as described in the standard.

	Text Types and Purposes
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Unit/Topic:
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Unit/Topic:
W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Unit/Topic:
	Production and Distribution of Writing
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Unit/Topic:
W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Unit/Topic:
W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Unit/Topic:
	Research to Build and Present Knowledge
W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Unit/Topic:
W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Unit/Topic:
W.CCR.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Unit/Topic:
	Range of Writing
W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. Unit/Topic:

**Common Core State Standards
Grade-Specific Standards and the “Spiral Effect” – Writing Standard 1 Example**

This spiral effect can be found K-12 for all ELA strands. K-6 is shown here specifically for this session.

CCR Writing Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.CCR.1	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence . a. Introduce claim(s) and organize the reasons and evidence clearly . b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text . c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style . e. Provide a concluding statement or section that follows from the argument presented .
W.5.1 Grade 5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinions and reasons using words, phrases, and clauses . d. Provide a concluding statement or section related to the opinion presented.
W.4.1 Grade 4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information . a. Introduce a topic or text clearly , state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose . b. Provide reasons that supported by facts and details . c. Link opinion and reasons using words and phrases. d. Provide a concluding statement or section related to the opinion presented .
W.3.1 Grade 3	Write opinion pieces on topics or texts , supporting a point of view with reasons . a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons . b. Provide reasons that support the opinion. c. Use linking words and phrases to connect opinion and reasons. d. Provide a concluding statement or section.
W.2.1 Grade 2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons , and provide a concluding statement or section .
W.1.1 Grade 1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure .
W.K.1 Kindergarten	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Summarize and/or reflect on the following key points:

The spiral effect:

The added complexity at your teaching grade level:

Sample CCSS based checklists and/or rubrics for scoring

Grade 2

CCSS Requirement	Proficient	Progressing	No Evidence
Introduce topic or book			
State an opinion			
Supply reasons that support the opinion			
Use linking words to connect opinion with reasons			
Provide a concluding statement or section			

(Samples of student writing at grade 2 can be accessed in the CCSS Appendix C, pg 15-17)

Grade 4

CCSS Requirement	Proficient	Progressing	No Evidence
Introduce topic clearly			
State an opinion			
Group related ideas together to support writer's purpose			
Support reasons with facts and details			
Link opinions and reasons using words and phrases			
Relate conclusion statement or section to the opinion			

(Samples of student writing at grade 4 can be accessed in the CCSS Appendix C, pg 25-28)

How are you currently assessing writing in your classroom/school?

Do you currently have a writing rubric or scoring guide for all text types?

What do you think should become a priority in regards to writing at your grade level or within your school?

How might instruction need to change to meet the writing standards of the common core?

College and Career Readiness Anchor Standards for Reading

For each of the anchor standards below identify units/topics/subjects appropriate for the inclusion of this standard in short and long term lesson planning.

	Key Ideas and Details
R.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Subjects/Units:
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Subjects/Units:
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Subjects/Units:
	Craft and Structure
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone. Subjects/Units:
R.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and longer portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Subjects/Units:
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text. Subjects/Units:
	Integration of Knowledge and Ideas
R.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Subjects/Units:
R.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Subjects/Units:
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Subjects/Units:
	Range of Reading and Level of Text Complexity
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.

**Common Core State Standards
Grade-Specific Standards and the “Spiral Effect” – Reading Standard 1 Example**

CCR Reading Anchor Standard 1:

R.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RST 6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
RI.5.1 Grade 5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1 Grade 4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.3.1 Grade 3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.2.1 Grade 2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.1.1 Grade 1	Ask and answer questions about key details in a text.
RI.K.1 Kindergarten	With prompting and support, ask and answer questions about key details in a text.

Summarize and/or reflect on the following key points:

The spiral effect:

The added complexity at your teaching grade level:

“Unwrapping” Template

STEP 1: Select the standard for the “unwrapping” process

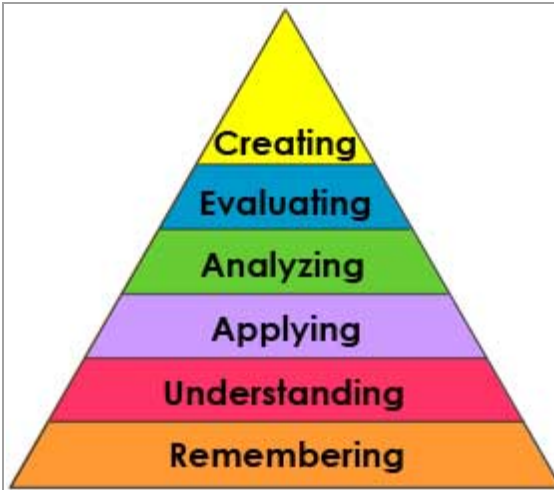
STEP 2: Concepts – underline the key concepts, the important nouns or noun phrases.

What students need to know:

STEP 3: Skills – circle or use capital letters to identify verbs. Next to each verb list the approximate level of Bloom’s Taxonomy of thinking skills.

STEP 4: Create a Graphic Organizer

Bloom's Cognitive Taxonomy



1) Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state identify
2) Understanding: can the student explain ideas or concepts?	paraphrase, retell, summarize, describe, discuss, explain, recognize, report, select, translate, infer
3) Applying: can the student use the information in a new way?	use, choose, demonstrate, employ, illustrate, operate, schedule, sketch, solve
4) Analyzing: can the student distinguish between the different parts?	compare, contrast, differentiate, distinguish, examine, experiment, question, sequence, show cause and effect.
5) Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
6) Creating: can the student create new product or point of view?	construct, appraise, create, design, develop, formulate, reconstruct, synthesize

ELA grade-level Reading Standards	What is new or What is different?	Cognitive level	Implications for instruction (metacognition)
<i>Reading for Literature</i> RL – Standard 1			
RL – Standard 2			
RL – Standard 3			
RL – Standard 4			
RL – Standard 5			
RL – Standard 6			
RL – Standard 7			
RL – Standard 9			
RL – Standard 10			
<i>Reading for Informational Text</i> RI – Standard 1			
RI – Standard 2			
RI – Standard 3			
RI – Standard 4			

ELA grade-level Reading Standards	What is new or What is different?	Cognitive level	Implications for instruction (metacognition)
<i>Reading for Informational Text (continued)</i> RI – Standard 5			
RI – Standard 6			
RI – Standard 7			
RI – Standard 8			
RI – Standard 9			
RI – Standard 10			
<i>Foundational Skills</i> RF – Standard 3			
RF – Standard 4			

ELA grade-level Writing Standards	What is new or What is different?	Cognitive level	Implications for instruction (metacognition)
<i>Writing</i> W – Standard 1			
W – Standard 2			
W – Standard 3			
W – Standard 4			
W – Standard 5			
W – Standard 6			
W – Standard 7			
W – Standard 8			
W – Standard 9			
W – Standard 10			

Personal Professional Learning Reflections

What information validates and affirms your thinking and planning for implementation of the CCSS?

In what areas do you feel challenged?

What new ideas or strategies will you integrate into your CCSS implementation plan?

What questions do you still have?

~Reflections ~