

Wisconsin Common Core State Standards (CCSS) Focusing Instruction to Create Better-Prepared Learners “The Work of School Districts” Phase-by-Phase Roll Out



Phase 1 Understanding, Curriculum, Assessment, Instruction	Phase 2 Understanding, Curriculum, Assessment, Instruction	Phase 3 Understanding, Curriculum, Assessment, Instruction		
2010-11	2011-12	2012-13	2013-14	2014-15 <i>Implement new state summative assessment</i>
<ul style="list-style-type: none"> Understand the underpinnings in instruction and the impetus for the CCSS Understand the shift required for systems change under CCSS Investigate and interpret the implications for instruction embedded in the knowledge, skills and understandings in grade level CCSS Plan for curriculum development Evaluate the CCSS as representing College and Career Readiness Understand the implications on local and state assessments 	<ul style="list-style-type: none"> Develop local curriculum based on an instructional focus to implement the CCSS Align and select resources to implement changes in instruction Research and align high quality instructional strategies to CCSS Review and align local formative and benchmark assessments to CCSS Evaluate the quality of the CCSS local curriculum 	<ul style="list-style-type: none"> Plan and develop units of study and lesson plans using the CCSS local curriculum Conduct collaborative lesson study and reflection based on CCSS integration Select and use high quality differentiated instructional strategies to teach CCSS in core classrooms for all students Use high quality teaching methods to promote CCSS learning in interventions that support core instruction Evaluate and adjust the district/school Rtl system based on the CCSS local curriculum Collaboratively develop/select, administer and analyze summative assessments and evaluate the CCSS local curriculum Collaboratively develop/select, administer and analyze benchmark assessments to measure progress on CCSS local curriculum Develop/select, administer and analyze formative assessments to measure progress on CCSS local curriculum Conduct collaborative team studies of student data and progress Design and use measures to gauge progress and effectiveness of interventions based on CCSS local curriculum Investigate, design and implement standards-based grading and reporting systems 		

Activity #1

Investigating Portrait of a Literate Individual

Task:

- Read the descriptions of characteristics of a literate individual.
- Discuss each student characteristic. *What might this look like?*
- Take notes on the organizer.

Demonstrates Independence

This looks like. . .

Builds Strong Content Knowledge

This looks like. . .

Responds to Varying Demands of Audience, Task, Purpose & Discipline

This looks like. . .

Comes to Understand Other Perspectives & Cultures

This looks like. . .



Comprehends as Well as Critiques

This looks like. . .

Uses Technology & Digital Media Strategically & Capably

This looks like. . .

Values Evidence

This looks like. . .

Activity #2

Investigating College & Career Readiness (CCR) Anchor Standards for Reading

Task

PART A. Read the CCR Reading standards for grades K-5 on page 10.

- Discuss the major concepts in each CCR category.
- Complete the chart provided with your thinking.

PART B. Read the paragraph in italics on the right of page 10 (K-5).

- Highlight key words and phrases.
- Discuss your thinking about range and content of text with your table partners, and make notes below the chart.

Part A. CCR Standards	Major Concept	My Questions	What might this look like in student work?
Key Ideas & Details (1,2,3)	<i>e.g. 1. Careful reading, making inferences, citing evidence for conclusions</i> 2. 3.	<i>e.g. When do we teach students how to do this?</i>	<i>e.g. using inferences in discussions and/or writing; writing "response journals"</i>
Craft and Structure (4,5,6)	4. 5 6.		
Integration of Knowledge and Ideas (7,8,9)	7. 8. 9.		
Range and Level of Text Complexity (10)	10.		
Part B. Notes about the paragraph (<i>Range & Content of Student Reading</i>) in italics on page 10 (grades K-5).			

Activity #3

Investigating Levels of Sophistication—Reading Literature

Task:

- **Note** the reading literature standards K-5 pages 11-12.
- **Divide** these CCR categories among your table partners:
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
- **Read** the specific standards in the CCR category K-5.
- **Highlight and note** “key words” that show progressions of sophistication on the chart provided.
- **Share** your findings and thinking with your table partners.

Observations of Progressive Levels of Sophistication

CCR Category		Grade K	Grade 1	Grades 2
Key Ideas & Details	1	<i>(ex. With prompting and support, retell familiar stories, including details)</i>	<i>(ex. Retell stories, including details, and demonstrate understanding of their central message or lesson)</i>	<i>(ex. Recount stories, and determine their central message, lesson, or moral)</i>
	2			
	3			
Craft & Structure	4			
	5			
	6			
Integration of Knowledge & Ideas	7			
	8			
	9			

Activity #3

Investigating Levels of Sophistication—Reading Literature

Task:

- **Note** the reading literature standards K-5 pages 11-12.
- **Divide** these CCR categories among your table partners:
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
- **Read** the specific standards in the CCR category K-5.
- **Highlight and note** “key words” that show progressions of sophistication on the chart provided.
- **Share** your findings and thinking with your table partners.

Observations of Progressive Levels of Sophistication

CCR Category		Grade 3	Grade 4	Grades 5
Key Ideas & Details	1	<i>(ex. Recount stories, and determine their central message, lesson, or moral, and explain how it is conveyed through key details in the text)</i>	<i>(ex. Determine a theme of a story, drama, or poem from details in the text; summarize the text)</i>	<i>(ex. Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text)</i>
	2			
	3			
Craft & Structure	4			
	5			
	6			
Integration of Knowledge & Ideas	7			
	8			
	9			

Activity #4

Investigating the Importance of Informational Text

Task:

- Go to **page 4** in Appendix A.
- Find paragraph #2 beginning **“Being able to read ...”** and paragraph #3 beginning **“It should be noted ...”**
- **Read** these two paragraphs to investigate the importance of informational text in the standards.
- **Write** your “aha’s and questions” on the Activity #4 chart provided and think about and discuss examples you could use in ELA classes.
- **Watch** the time.

Key Concepts in the Reading	Aha’s or Questions	Informational Text Examples That Could be Used in grades K-5 ELA Classes

Activity #5

Investigating Reading Informational Text Standards

Task:

- **Grades K- 5: Place** pages 11- 12 (Literature) & 13-14 (Informational Text) side-by-side in front of you.
- **Choose** a CCR category and its corresponding standards to investigate grades K-5.
- **Highlight the major concepts in standards. Compare and contrast** the major concepts of the literature text standards and informational text standards for the selected category.
- **Note and discuss** major concepts that are different.

CCR Category		Literature Text Standards (major concepts)	Informational Text Standards (major concepts)	Essential Differences
Key Ideas & Details	Ex.	<i>(ex. quote accurately when explaining or drawing inferences-gr. 5) (ex. cite textual evidence to support analysis-gr. 6)</i>	<i>(ex. quote accurately when explaining or drawing inferences-gr. 5) (ex. cite textual evidence to support analysis-gr. 6)</i>	<i>(ex. No difference for this standard) (ex. No difference for this standard)</i>
	1.			
	2.			
	3			
Craft & Structure	4			
	5			
	6			
Integration of Knowledge & Ideas	7			
	8			
	9			

Activity #6

Investigating Text Complexity Dimensions



Task :

- **Go to** Appendix A, pages 4-10.
- **Assign** each of the three dimensions to your table partners (qualitative, quantitative, reader & task).
- **Read** the descriptions of each dimension and **note** key concepts in the graphic organizer provided.
- **Share** your readings and thoughts.
- **Discuss** the importance of each measure and **how to balance** all three when selecting texts for students.

Qualitative Dimensions of Text Complexity	Quantitative Dimensions of Text Complexity
Reader and Task Dimensions of Text Complexity	

Activity #7

Analyzing Text Complexity

Task:

- Go to Appendix A, pages 11-16.
- Examine the three samples of text passages provided.
- Note the analysis chart that follows each passage.
- Study each passage and its analysis according to the three dimensions (qualitative, quantitative, and reader-task).
- **Substitute three text passages** for your grade level and analyze the text complexity using the three measures shown in Appendix A.
- Use the chart to note comments about each dimension and discuss them with your table partners.
- Answer and discuss the two questions that follow.

Passage	Evaluate the chosen passages Qualitatively	Evaluate the passages Quantitatively	Evaluate the passages for Reader-Task Considerations
Passage 1:			
Passage 2:			
Passage 3:			

QUESTIONS:

1. Based on these examples, how could you use three dimensions when you are making text choices for your students?

2. How would you ensure that texts will meet the needs of all students?

Activity #8

Investigating Reading Standards: Foundational Skills (K-5)

Task:

PART A.

- Read the introductory paragraph on page 15. Highlight major concepts covered in that paragraph regarding Foundational Skills (K-5).
- Discuss the major concepts. *What are the most important ideas in this section? What do these ideas mean for classroom teachers?*
- Complete the chart provided with your thinking.

Important Ideas in this section. . .	What the ideas mean for classroom teachers. . .

PART B. Read the Foundational Skills standards for grades K-5 on pages 15-17.

- Highlight key words and phrases.
- Discuss your thinking about the Foundational Skills for grades K- 5. Note your thinking in the chart provided.

Standard	Grade K How this standard looks in a classroom. . . <i>What does the student have to know and be able to do?</i>	Grade 1 How this standard looks in a classroom. . . <i>What does the student have to know and be able to do?</i>	Grade 2 How this standard looks in a classroom. . . <i>What does the student have to know and be able to do?</i>

PART B. Read the Foundational Skills standards for grades K-5 on pages 15-17.

- Highlight key words and phrases.
- Discuss your thinking about the Foundational Skills for grades K- 5. Note your thinking in the chart provided.

Standard	Grade 3 How this standard looks in a classroom. . . <i>What does the student have to know and be able to do?</i>	Grade 4 How this standard looks in a classroom. . . <i>What does the student have to know and be able to do?</i>	Grade5 How this standard looks in a classroom. . . <i>What does the student have to know and be able to do?</i>

Activity #10

Investigating Writing Standards



Task :

- **Read** the section in Appendix A, pages 23-25.
- **Highlight** major ideas that will impact your writing instruction and **note** them in the chart that follows.
- **Look carefully** at the “Text Types & Purposes” standards 1, 2, and 3 on pages 19-20 grades K-5.
- **List** key student work that will be expected as you teach these standards.
- **Peruse** the other CCR Writing standards for grades K-5 on page 21.
- **Note** key student expectations in these standards.

Standards		Major Ideas from Appendix A.	Key Student Work for Grade	Key Student Work for Grades	
Text Types & Purposes	Argument (Standard 1)				
	Informative/ Explanatory (Standard 2)				
	Narrative (Standard 3)				
Production & Distribution of Writing (Standards 4-6)	Key Student Expectations:				
Research to Build & Present Knowledge (Standards 7-9)	Key Student Expectations:				

Activity #11

Investigating Listening & Speaking Standards

Task 1:

- **Read** the paragraph (*Range & Content of Student Speaking & Listening*) in italics on the right side of page 22 (K-5).
- In the organizer **make a note** of the “intent” of these standards.

Task 2:

- Look at the **CCR (College & Career Readiness) standards** on page 22 (K-5).
- Using the organizer provided, **note the key ideas** in the CCR standards for *Comprehension and Collaboration* and *Presentation of Knowledge and Ideas*.

Task 3:

- **Look specifically** at the expectations for grades K-5, pages 23-24 in each of the CCR standards.
- **Note and discuss** key specific student expectations in the chart provided.

Task 1: Intent of the Speaking and Listening Standards

Task 2: Comprehension & Collaboration

Task 2: Presentation of Knowledge & Ideas

Task 3	Grade K Student Expectations	Grade 1 Student Expectations	Grade 2 Student Expectations
Comprehension & Collaboration	1.		
	2.		
	3.		
Presentation of Knowledge & Ideas	4.		
	5.		
	6.		

Task 3	Grade 3 Student Expectations	Grade 4 Student Expectations	Grade 5 Student Expectations
Comprehension & Collaboration	1.		
	2.		
	3.		
Presentation of Knowledge & Ideas	4.		
	5.		
	6.		

Activity #12

Investigating Language Standards: College & Career Readiness

Task :

Read the paragraph (*Range and Content in Student Language Use*) in italics on the right side of page 25 (K-5) and page 51 (gr. 6-12).

- **Discuss and note** the Big Ideas in **Box A**.
- **Discuss and note** the CCR (College & Career Readiness) Standards on page 25 and/or page 51. **Make observations** regarding what the emphasis is in these standards in **Box B**.
- **Watch** your time.

A. Big Ideas about Range & Content	B. CCR Standards
	Conventions of Standard English Knowledge of Language Vocabulary Acquisition & Use

Activity #13

Investigating Language Standards: Knowledge of Language and Vocabulary

Task:

- Look at the standards on pages 27-29 (grades K-5) and pages 52-55 (grades 6-12). Note the standards marked with an (*). Now note the **language progression chart** on page 30 or page 56. Discuss and note the progressive skills* on the chart that are expected to require continued attention throughout the grades and into high school. Discuss and note your observations in **Box A**.
- Study the **“Knowledge of Language”** standards for grades K-5 on pages 27 and 29 and grades 6-12 on pages 53 and 55. Discuss and note your observations about knowledge of language and expectations for student understanding in **Box B**.
- Look at the standards for **Vocabulary Acquisition and Use** on page 27 and 29 (grades K-5) and page 53 and 55 (grades 6-12). Discuss and note student expectations for students in grades 5 and 6 in **Box C**. (See also Appendix A, pages 32-35 for more background information on Vocabulary acquisition).

A. Conventions of Standard English: Progressions in the Standards – Important Observations	B. Knowledge of Language-Expectations for Student Understanding & Use
C. Vocabulary Acquisition and Use 4. Meaning of Unknown and Multiple-Meaning Words & Phrases 5. Figurative Language, Word Relationships & Nuances 6. General Academic and Domain-Specific Words & Phrases	

Activity #14

Determining Implications

Tasks:

- Now that you've started the process of "investigating" the standards, discuss the implications for fellow teachers and staff. Use the chart to note your thoughts.

For ELA Teachers. . .	For Special Education Teachers. . .	For ELL Teachers. . .	For Other Related Content Teachers. . .

Activity #15

Determining Next Steps

- Reflect on the activities completed today. How will you take this process back to your colleagues for investigations at your school/district? Jot your "next steps" in the chart below.

Next Steps for Future Standards Investigations In My School/District			
Task	Timeframe	Resources Needed	Staff Involved