2011 COMMON CORE ACADEMY: 7TH Grade Participant Guide

DAY ONE

1. **Overview for Day One**

2. **Task 1** – Introduction to the Common Core Academy
    a. Learning Task #1a: Who we are – Favorite teaching experience
    b. Learning Task #1b: Four Learning Tasks
    c. Learning Task #1c: What Type of Learner Are You?
    d. Learning Task #1d: What Do We Know About the Common Core?

3. **Task 2** – Introduction to Common Core State Standards
    a. Learning Task #2a: Get Organized-Preview and Tab the Core Document
    b. Learning Task #2b: Design Considerations (p. 4, Introduction to CCSS)
    c. Learning Task #2c: College and Career Readiness (p. 7, Introduction to CCSS)
    d. Learning Task #2d: What the Common Core Standards are NOT
    e. Learning Task #2e: How to Read this Document (p. 8, Introduction to CCSS)

4. **Task 3** – Four Strands for Common Core State Standards
    a. Learning Task #3a: Four-Strand Jigsaw
    b. Learning Task #3b: Compare/Contrast Concurrent Cores
    c. Learning Task #3c: Common Core Implementation Analysis
    d. Participant Resource: Progression of Skills from 6th-8th

5. **Task 4** – Exploring the Appendices
    a. Brief summary of each Appendix
    b. Learning Task #4a: Examining Appendix B

6. **Task 5** – Three Principles of Teaching and Learning for Understanding
    a. Learning Task #5a: Three Principles for Teaching and Learning

   b. Learning Task #5b: Lesson Re-Design

7. **Feedback**

8. **Preparation for Day Two/Closing**
   a. Preparation: Bring novel, short story, informational text

The Four Learning Tasks: *Developing Lessons for Learning*

	Description	Purposes	What I Already Do	New Ideas
Inductive Task	A learning task that ***connects learners*** with what they already know and with their unique experiences	• activates background knowledge • clarifies where the learner is with new content • sets the stage for learning • can be a warm-up • honors learners' experiences • gets people talking • motivating		
Input (Deductive) Task	The ***content*** of the course presented in a learning task that invites learners to examine ***new concepts, skills, or information***	• learner must grapple with new content • learner begins to construct knowledge within the framework of a task • learner does something with the content to learn it		

Implementation Task	A learning task that invites ***learners*** to ***do something*** directly ***with the new content***	- learner does something meaningful with the content - gives learner an opportunity to practice with support and feedback - one implementation task for every input task - immediate implementation solidifies learning		
Integration Task	A learning task that ***applies*** this ***new learning*** to life	- Learner has the opportunity to imagine, design or plan how the new learning will impact their work or life - Integration leads to transfer of learning		

The Elements of THIEVES

Name: ____

Title

- What is the title?
- What do I already know about this topic?
- What does this topic have to do with the preceding chapter?
- Does the title express a point of view?
- What do I think I will be reading about?

Headings

- What does this heading tell me I will be reading about?
- What is the topic of the paragraph beneath it?
- How can I turn this heading into a question that is likely to be answered in the text?

Introduction

- Is there an opening paragraph, perhaps italicized?
- Does the first paragraph introduce the chapter?
- What does the introduction tell me I will be reading about?
- Do I know anything about this topic already?

Every first sentence in a paragraph

- What do I think this chapter is going to be about based on the first sentence in each paragraph?

Visuals and vocabulary

- Does the chapter include photographs, drawings, maps, charts, or graphs?
- What can I learn from the visuals in a chapter?
- How do captions help me better understand the meaning?
- Is there a list of key vocabulary terms and definitions?
- Are there important words in boldface type throughout the chapter?
- Do I know what the boldfaced words mean?
- Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?

End-of-chapter questions

- What do the questions ask?
- What information do they earmark as important?
- What information do I learn from the questions?
- Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.

Summary

- What do I understand and recall about the topics covered in the summary?

Common Core Top Ten: 6-12 ELA Secondary Template

Purpose: Please use this guide to examine the design of your existing instructional plans so that all students not only have access to the content, but can produce <u>increasingly better</u> work and <u>talk about **how** they made their work better.</u> (*CCR: College & Career Readiness Standards)

INQUIRY-BASED QUESTIONS for Designing differentiated instruction for English proficiency levels, gifted and special needs students in every classroom.	**TEACHER REFLECTION: Annotations and alternative resources**
1. What will students be able to know and do after this instruction? (Student performance/student learning outcome)	
2. What is the core concept or essential question that introduces the lesson or instructional unit?	
3. What rubric or assessment is developed so that students know what quality of work is expected?	
4. How does this lesson or unit build on prior knowledge, experience, and skills of the students?	
5. How does the lesson support students in using a wide range of resources, including digital and multi-media, to produce quality work based on credible sources?	
6. What kind of publishable writing is supported by this lesson: **a) persuasion transitioning to argumentation:** *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCRS).* **b) explanatory:** *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.* **c) narrative:** *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*	
7. What multiple texts (both narrative and informational) will support a wide-range of students to demonstrate their understanding of the concept in a student performance (such as written work or presentation)?	
8. What are the instructional strategies that will support students in developing the skills of listening, speaking, and collaborating with other students to produce quality work?	
9. How will students assess their own work and get feedback from others to make their work better?	
10. When and in what structure (example: PLC, grade level team, department mtg.) will you examine the student work from this lesson/unit and discuss with colleagues ideas for adjusted instruction?	

DAY TWO

1. **Review Feedback**

2. **Overview for Day Two**

3. **Task 1** – Warm-Up Activity
    a. Learning Task #1a: Warm-Up Activity (Favorite Book)

4. **Task 2** – Range and Text Complexity
    a. Learning Task #2a: Reflecting on Current Novels
    b. Text Complexity PowerPoint
    c. Learning Task #2b: Determining Grade Levels of Texts
    d. Learning Task #2c: Action Plan
    e. Learning Task #2d: Our Students as Readers

5. **Task 3** - Teaching with a Focus on Learners: A Model for Effective Differentiation from Sousa and Tomlinson
    a. Learning Task #3a: Model for Effective Differentiation
    b. Learning Task #3b: Meeting Learning Needs
    c. Learning Task #3c: WIDA Standards
6. **Task 4** – Using Writing to Improve Reading
    a. Learning Task #4a: Writing to Read by Graham and Hebert (pp. 11-21)

7. **Task 5** - Writing Arguments
    a. Learning Task #5a: Argument v. Persuasion v. Propaganda
    b. Learning Task #5b: The 7 C's of Argumentation

8. **Task 6** – Assessing Student Argumentative Writing
    a. Learning Task #6a: Examining Essay Annotations (Appendix C: "Video Cameras in Classrooms," p. 40)

9. **Feedback**

Fry’s Readability Graph and Directions reproduced with permission from:

Fry, Edward. *Elementary Reading Instruction*. ©1977. The McGraw-Hill Companies.
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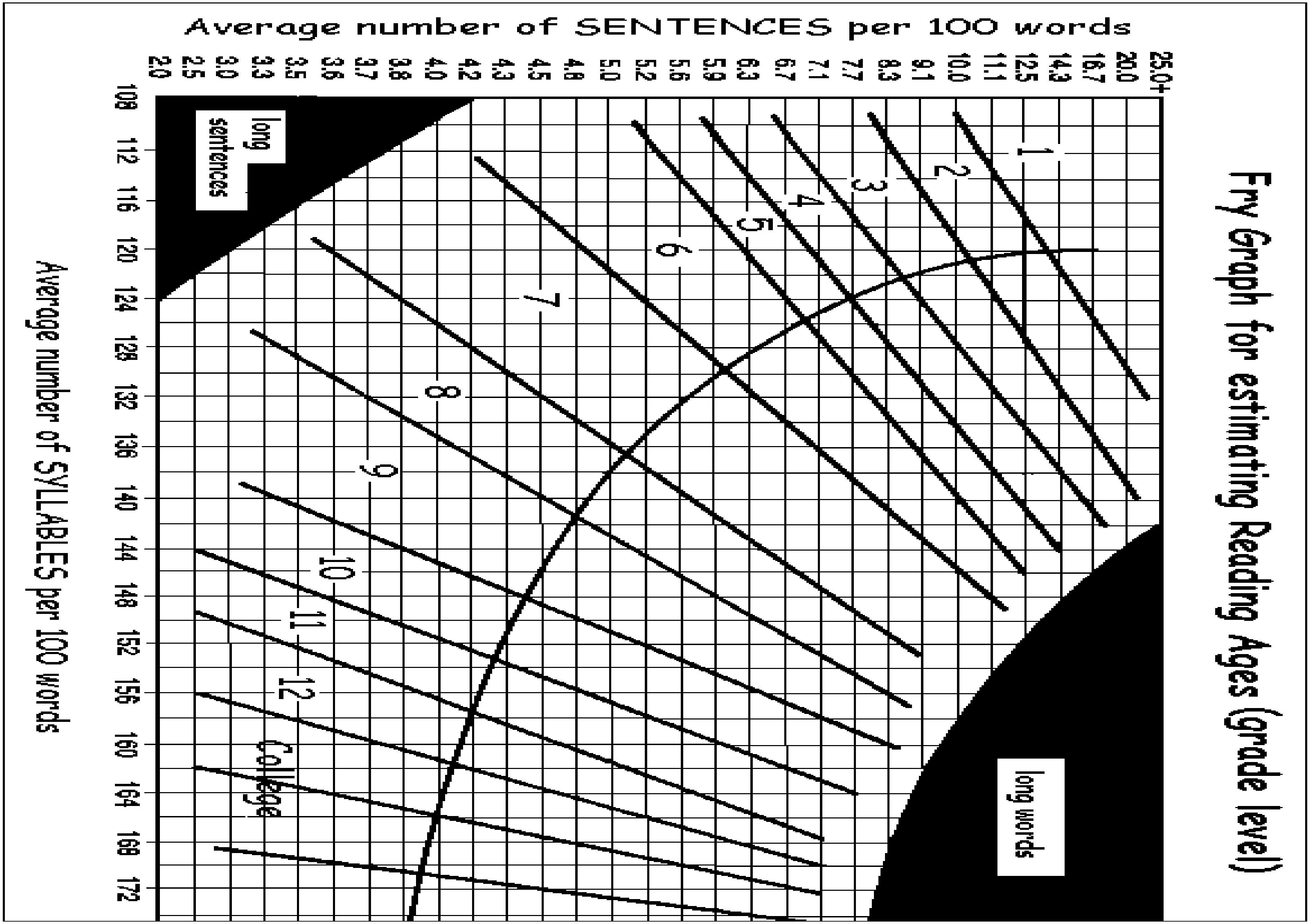
Directions for Use

- Randomly select three 100-word passages from a book or an article.
- Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material.
- Choose more passages per book if great variability is observed and conclude that the book has uneven readability.
- Few books will fall into the solid black area, but when they do, grade level scores are invalid.

Additional Directions for Working Readability Graph

- Randomly select three sample passages and count exactly 100 words beginning with the beginning of a sentence. Don't count numbers. Do count proper nouns.
- Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest 1/10th.
- Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then, when you get to the end of the passage, count the number of marks and add 100.
- Enter graph with average sentence length and number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
- If a great deal of variability is found, putting more sample counts into the average is desirable.


Fry Graph for estimating Reading Ages (grade level)
Average number of SENTENCES per 100 words
2.0
2.5
3.0
3.3
3.5
3.6
3.7
3.8
4.0
4.2
4.3
4.5
4.8
5.0
5.2
5.6
5.9
6.3
6.7
7.1
7.7
8.3
9.1
10.0
11.1
12.5
14.3
16.7
20.0
25.0+
Average number of SYLLABLES per 100 words
108
112
116
120
124
128
132
136
140
144
148
152
156
160
164
168
172
long sentences
long words
1
2
3
4
5
6
7
8
9
10
11
12
College

Writing to Read: Evidence for How Writing Can Improve Reading by Steve Graham and Michael Hebert, Vanderbilt University:

Effective Practices for Strengthening Reading through Writing:

1.0: HAVE STUDENTS WRITE ABOUT WHAT THEY READ: Students' comprehension of science, social studies and language arts texts is improved when they write about what they read, SPECIFICALLY when they:

- **1.1**: Respond to a Text in Writing (Personal Reactions, Analyzing, and Interpreting the Text)
- **1.2**: Write summaries of a Text
- **1.3**: Write notes about a Text
- **1.4**: Create and Answer written questions about a Text

2.0: TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT: Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers:

- **2.1**: Teach the process of writing, text structures for writing, paragraph or sentence construction skills (Improved comprehension)
- **2.2**: Teach spelling and sentence construction skills (Improves reading fluency and word reading skills)

3.0: INCREASE HOW MUCH STUDENTS WRITE: Students' reading comprehension is improved by having them increase how often they produce their own texts.

The 7 C's of Argumentation – Excerpt from Inquire: A Guide to 21st Century Learning (2011)

#1: Consider the situation: Develop an outline for to create a concise position statement

#2: Clarify your thinking: Develop a Pro and Con T- Chart to clarify your viewpoint

#3: Construct a claim: Now construct a claim that is reasonable by using a qualifier (almost, usually, many, in most of the cases) to make your claim easier to support.

#4: Collect evidence: Gather different types of evidence that is credible.

#5: Consider key objections: Gather objections, understand them and recognize their value, and either disprove them by showing a flaw or concede them. Never belittle the viewpoint, but focus on the reasoning behind objection.

#6: Craft your argument: Avoid appeals to fear or ignorance and support your claim with solid evidence that will appeal to what the reader wants.

#7: Confirm your main point: Finish the argument by bringing your best ideas together in a logical conclusion

Other resources for building arguments from this chapter:

- **2.0. Separating Opinions from Facts**: Understand the difference between opinions and facts
- **3.0. Using Effective Evidence**: Use reliable and logical evidence (list of types of evidence on p. 109)
- **4.0. Avoiding Faulty Logic**: Evidence that is fuzzy, exaggerated, illogical, or dishonest is NOT effective in proving your argument
- **5.0. Argumentation Activities**: Activities to practice building arguments

DAY THREE

1. **Review Feedback**

2. **Overview for Day Three**

3. **Task 1** – Warm-Up Activity: Interdisciplinary and Multimedia Experience
    a. Learning Task #1a: Warm-Up Activity (Function of Language)

4. **Task 2** - Effective Strategies to Improve Adolescent Writing Instruction (“Writing Next,” *The Carnegie Report*)
    a. Learning Task #2a: 11 Elements of Effective Writing (“Writing Next,” p. 11)

5. **Task 3** – Explanatory and Narrative Writing
    a. Learning Task #3a: Narrative/Explanatory Writing (Appendix A, “Definition of the Three Text Types for Writing,” pp.23-25)
    b. Learning Task #3b: Literacy in History/Social Studies, Science and Technical Subjects

6. **Task 4** – Language Use
    a. Learning Task #5a: Language: Partner Discussion (Appendix A, pp. 28-29)
    b. Learning Task #5b: Importance of Language in “Dear John” Letter

7. **Task 5** – Vocabulary Development
    a. Learning Task #4a: Vocabulary Development: Metacognitive Log (Appendix A, pp. 32-35)
    b. Learning Task #4b: Three Tiers of Words (Appendix A, p. 33)

8. **Task 6** – Lesson Re-Design
    a. Work Time: Common Core writing lesson and/or unit **re-design** for publication: Feedback, Review, and Revision

9. **Feedback**

<u>Writing Next</u> by Graham & Perin

Suggestions for Improvement in Writing Instruction

The report identifies 11 elements of current writing instruction found to be effective in helping adolescent students learn to write well and to use writing as a tool for learning. These elements are supported by rigorous research and are expanded upon by Graham and Perin as follows:

1. Writing Strategies involve “explicitly teaching adolescents strategies for planning, revising, and/or editing and have a strong impact on the quality of their writing” (p.15). Graham and Perin also note that Self-Regulated Strategy Development (SRSD) is a good approach to teaching writing strategies. Citing De La Paz and Graham (2002) and Harris and Graham (1996), Graham and Perin list the six stages of SRSD, in which students are treated as active collaborators in the learning process, as follows: Develop Background Knowledge: Students are taught any background knowledge needed to use the strategy successfully.
    - Describe It: The strategy as well as its purpose and benefits is described and discussed.
    - Model It: The teacher models how to use the strategy.
    - Memorize It: The student memorizes the steps of the strategy and any accompanying mnemonic.
    - Support It: The teacher supports or scaffolds student mastery of the strategy.
    - Independent Use: Students use the strategy with few or no supports. (p. 15)
2. Summarization “involves explicitly and systematically teaching students how to summarize texts” (p. 4), which may involve either a rule-governed or intuitive approach.
3. Collaborative Writing “involves developing instructional arrangements whereby adolescents work together to plan, draft, revise, and edit their compositions” (p. 16). Graham and Perin cite studies showing that student writing quality improves when students are allowed to work together and help each other; they also note that collaboration shows a strong impact on improving the quality of students’ writing.
4. Specific product goals “involve assigning students specific, reachable goals for the writing they are to complete” (p. 17). This element of the writing process includes the assignment’s purpose and the characteristics of the final product, such as writing a persuasive essay. Adding

more ideas to an assignment when revising and using specific structural elements are two examples of goal setting, which is better than defining an overall goal for the product.

5. Word processing ”uses computers and word processors as instructional supports for writing assignments” (p. 4) and “can be particularly helpful for low-achieving writers” (p. 17). Using computers to write can be accomplished under teacher supervision or in collaborative groups of students and can help with spelling errors and legibility.
6. Sentence Combining “involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence” (p. 18). One approach combines low achievers and high achievers in pairs for six lessons that teach combining simple sentences and embedding adjectives, adverbs, clauses, or phrases from one sentence to another.
7. Prewriting “engages students by involving them in activities designed to help them generate or organize ideas for their assignment” (p. 4). Activities can involve information gathering or developing a visual representation of their project before they begin to write.
8. Inquiry activities require students to analyze concrete information “to help them develop ideas and content for a particular writing assignment” (p. 4). “Effective inquiry activities in writing are characterized by a clearly specified goal (e.g., describe the actions of people), analysis of concrete and immediate data (observe one or more peers during specific activities), use [of] specific strategies to conduct the analysis (retrospectively ask the person being observed the reason for a particular action), and applying what was learned (assign the writing of a story incorporating insights from the inquiry process)” (p. 19).
9. Process Writing approach “interweaves a number of writing instructional activities” (p. 4) that emphasize writing for real readers, self-reflective writing, personalized instruction, and the cycles of writing (planning, translating, and reviewing). The complexity of this approach may require specific professional development so that effectiveness can be optimized.
10. Study of Models provides students with “good models for each type of writing that is the focus of instruction” (p. 20). In this element of the writing process, it is important to offer students the opportunity to read and analyze different types of writing and emulate these models of good writing in their own work.
11. Writing for Content learning involves using writing as a tool for learning the subject matter. Although this approach has the least effect on writing quality and only a slight effect on learning content material, research shows it does have a consistent effect on both.

Common Core Standard:
Standard 1, 4, 10, 5

Write arguments to support claims with clear reasons and relevant evidence.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Title	**VOTE TOPICS-SAMPLE LESSON**
Author / Source	Megan Hennessy, West Point Junior High
Submitted by	Megan Hennessy, West Point Junior High
Objectives *What will students know and be able to do at the end of this lesson?*	Students will vote on various school appropriate topics for students to vote on. Students need to vote on two topics, so that there are four sides. Allow them to get into their groups and start brainstorming ideas to support their evidence and possibly interview.
Lesson Description	First ask them if they like to argue or debate and then ask them why they do. People have opinions and feelings about certain topics. Second present a list of school appropriate topics that students could debate on and vote. They need four sides and even number of people in their group. Third allow students to start brainstorming their ideas in their groups.
Lesson Materials, Resources, Technology.	List of school appropriate topics.
Instructional Activities	**Like to argue and why** 1) Ask students to raise their hands if they like to argue. 2) Ask the ones that have their hands raised why they enjoy it. 3) Write their answers on the white board. 4) Explain that it’s in people’s nature to argue because they have opinions, feelings, and knowledge on certain topics.

School appropriate topics:

1) Tell students to look at the following list of ideas and pick two that they think they know enough about that they could debate on it and that they have strong feelings about.
2) Tell students to raise their hands for each topic. Pick the top two.
3) Explain that we have to have even numbers in our groups and we have to have a for and against group for both topics. Remind them that if they want to be with their friends in a group that this is a good way. Tell them that either the teacher can pick the groups or the students can (This will ensure that you have students in every group even if they would rather do the opposing side because they want to be with their friends. It also stretches them into looking deeper at the side that they're not really for.)
4) Say each topic example: Who wants to be in the for school uniforms group? Make sure that you have an even number for the for and against groups. They need to write down on a piece of paper which group they're in and pick a leader.
5) Explain leader duties. The leaders are in charge of making sure that everyone in their group shares. Leaders duties include: making sure that the group is working and taking notes, allowing everyone to share one at a time, and being the first to present during the debates.
6) Create groups and allow them to get together and write down on paper as much information as they can to support their topic. They should write down every thought from every person, so that they have a large knowledge base. If someone in their group or someone they know has had personal experience in this area then, they should be interviewed.
7) Make sure that they are putting on their information that is relevant or applicable to their topic. They need to really focus on why they are for or against this topic. They need to think about having logical reasons. For instance a non-logical example would be that school uniforms have neck ties, which are a choking hazard.
8) After they've written down everyone's information, they should look through their information and decide what they think is relevant to the topic, logical (makes sense), and they can talk about it.

		Argument essay ideas • Drop out of school • Americans obese • School uniforms • Corporal punishment at school • Corporal punishment death penalty • Kids curfew • Animal testing • Computers replace teachers
Formative Assessment	Students need to turn to their neighbors and explain their ideas about what they could write about. They need to describe to their neighbor how the information is logical and relevant. They should make sure that their neighbor is not part of the opposing team. Make sure that everyone has a lot of information written down based on the group.	

DAY FOUR

1. **Review Feedback**

2. **Task 1** – Top 5 Essentials for Successful Implementation of the CCSS
    a. Learning Task #1a: Needs for Implementation (Discussion)
    b. Learning Task #1b: Needs for Implementation (Compare/Contrast)
    c. Learning Task #1c: Needs for Implementation (Consensus of Top 5)

3. **Task 2** – Plan of action for collaborative work with colleagues to implement CCSS
    a. Learning Task #2a: Collaborative Efforts (List)
    b. Learning Task #2b: Collaborative Efforts (Consensus of Top Priorities)

4. **Task 3** – Recommendations for sustained professional development: A 5-year plan
    a. Learning Task #3a: Red Dots “Survey”
    b. Learning Task #3b: Professional Development Needs (List)
    c. Learning Task #3c: Professional Development Needs (Consensus of Top 5)

    d. Learning Task #3d: Preparation for Meeting with Principals

5. **Task 4** – Feedback and review of lesson and/or PD designs: Making your work ready for publishing. Principals may be observing.
    a. Share writing lesson in small groups
    b. Collect lessons on flash drive or by email

6. **Task 5** – Meeting and sharing our implementation, collaboration, and professional development recommendations with principals
    a. Group A: Top 5 essentials for successful implementation of the CCSS
    b. Group B: Plan of action for collaborative work with colleagues to implement CCSS
    c. Group C: Recommendations for sustained professional development: A 5 year plan

7. Feedback