

**“I Hear Teachers Don’t Like Common Core”:
Enhancing Pre-Service Teacher’s Knowledge,
Understanding and Implementation of ELA Common Core
Standards** by Kathy White and Michelle Erklenz-Watts

Learning Targets

1. I can identify the 10 CCR anchor standards.
2. I can interpret/apply the ELA instructional shifts.
3. I know protocols can be used for a more collaborative learning environment.
4. I can deconstruct an ELA Common Core standard.
5. I know the 4T’s of curriculum writing.
6. I can bundle ELA Common Core standards.

Key Ideas and Details:

[CCSS.ELA-Literacy.RI.K.1](#)

With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RI.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RI.2.1](#)

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text

[CCSS.ELA-Literacy.RI.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Six Shifts in ELA/Literacy

Shift 1: Balancing Informational and Literary Text

- Building Knowledge

Shift 2: Knowledge in the Disciplines

- Building Knowledge

Shift 3: Staircase of Complexity

- Complex Text and Vocabulary

Shift 4: Text Based Answers

- Evidence from Text

Shift 5: Writing from Sources

- Evidence from text

Shift 6: Academic Vocabulary

- Complex Text and Vocabulary

Becoming a student of the standards question protocol:

1. In this standard, what cognitive skills are called out?
2. Which specific words in the standard seem particularly salient in terms of what is required of students? Why?
3. Are there any key words such as *and* and *or* that convey what it means to *fully* master this standard at a given grade level?
4. In the phrasing of the standard, what is unique to this grade level? What is different about a specific standard at the particular grade level, as compared to the same standard at the grade level above and below?

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Topic: The compelling topic that brings the content to life

The topic gives cohesiveness to the unit of study. It is the "what" students are learning about, often connected to specific content knowledge. Although students may be able to meet the standards without an engaging topic, a compelling, relevant topic helps students to develop their skills more deeply as readers and writers as they engage with increasingly complex text. The best topics teach the standards through real-world issues, original research, primary source documents, and the opportunity to engage with the community. They lend themselves to the creation of authentic tasks and products.

Task: The culminating assignment—a product or performance task

The culminating task gives students the opportunity to read for and write with specific textual evidence and to meaningfully apply the standards (targets). This is different from just writing "about" what one has read. The best tasks give students the opportunity to address authentic need and an authentic audience related to the topic.

Targets: The learning targets derived from the literacy and content standards that students are expected to meet

The learning targets name what students need to know and be able to do. They are derived from the standards and informed by analysis of the assessment of the standard. (Some say, "The standard is not the standard, the assessment of the standard is the standard.") Learning targets are contextualized to the topic, prepare students for and guide the task, and ensure proper, deep analysis of the text. Pay particular attention to what types of texts students would need to read in order to master specific standards and targets.

Text: The complex texts (books and articles) that students will read closely, and additional texts that ensure students experience a volume of reading at their independent reading level

The text is the primary vehicle through which the topic is taught. Carefully selected texts at the text complexity band for a given grade level give students access to the topic and content targets through close and careful reading. Attention to text selection also ensures that students can practice specific literacy standards so that they have deep access to this topic and learning going forward. Choose text judiciously to ensure it is worthy in terms of the knowledge it will help students build about the world and the opportunities it presents for students to master specific literacy standards (based on the text's content, language, or structure). Less is more.

SNAP

(**S**ummary of the text, **N**ew learning (key ideas), **A**lready known about the topic, **P**icture that represents)



EXPEDITIONARY LEARNING

4 T's: Topic, Task, Targets, Text

Topic	Task
Targets	Text

Strategies To Prepare Our Students Now. How could you change your syllabi/class activities to incorporate more of your learning targets from today?

1.
EXIT
TICKET
2.
3.

146017

More:

Links and references made throughout the presentation

Slide 6 <http://www.corestandards.org/>

Slide 10 <https://www.engageny.org/file/4981/download/common-core-shifts.pdf/>

Slide 12 [https://www.youtube.com/watch?v= S8_QoVr2ug&feature=youtu.be](https://www.youtube.com/watch?v=S8_QoVr2ug&feature=youtu.be)

Slide 15 <https://www.engageny.org/>

Slide 16—<https://vimeo.com/54007714>

and <https://www.engageny.org/content/3-8-literacy>

Slide 17—<https://www.engageny.org/resource/grades-3-8-ela-curriculum-appendix-1-protocols-and-resources>

Slide 19—Berger, R., Woodfin, L., Plaut, S. & Dobbertin, C. (2014). Transformational Literacy: Making the common core shift with work that matters. Expeditionary Learning and Josey-Bass.

Slide 20—“The Complete Common Core State Standards Kit,” Carson-Dellosa Publishing.

Carsondellosa.com

Slide 23—<http://elschools.org/node/40714>