

Getting to the Core

Implementation CCRS ELA Standards: A Look Inside the Classroom

Programmatic Tools



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PROGRAMMATIC TOOLS

Getting to the Core

Implementation of CCRS ELA Standards: A Look Inside the Classroom

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Getting to Measurable, Meaningful Metrics

The following materials were adapted from: Achieve the Core: Instructional Leadership. achievethecore.org

In order to best support the implementation of the College and Career Readiness Standards for Adult Education, you must have a clear picture of what will be observable in your program when the standards are fully implemented. This framework may be completed individually, as you reflect on your program and your understanding of the standards. It may also be an effective activity to facilitate among your school-based leadership team.

- 1. Describe what you will be able to observe in your program five years from now.** *Your response to this prompt should be detailed and specific, but also realistic.*

- 2. Describe what you will be able to observe in your school/district a year from now.** *Your response to this prompt should be connected to your description above, and similarly detailed and specific.*

- 3. What evidence will you collect? How will you collect it? When will you collect it?** *What are the observable signs along the way to these goals? Think about this in terms of instructional practice, materials and resources in use, and student work.*

- 4. What supports and structures need to be put in place in order for the system described above to be a reality?** *What exists in the current state that is interfering with or preventing these shifts from taking place? It is important in this step that you focus on what is within your control and prioritize a few things that will have significant impact on the big picture.*

Reflecting on Actions to Implement the Standards and Shifts

In developing action plans and metrics for implementing the Common Core State Standards, this framework can help guide the work of determining powerful first steps.

	What it looks like/sounds like when it is happening	Challenges to getting our program there	Opportunities we have that lay a good foundation	Early action – steps we can take right away
1. Regular practice with complex text and its academic vocabulary				
2. Reading, writing, and speaking grounded in evidence from text , both literary and informational				
3. Building knowledge through content-rich nonfiction				

Observation Guide for Planning and Practice – English Language Arts

The Key Shifts required by the College and Career Readiness Standards for Adult Education in the area of English Language Arts are:

1. Complexity: Regular practice with complex text and its academic language
2. Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Knowledge: Building knowledge through content-rich, non-fiction.

When College and Career Readiness Standards in English Language Arts are effectively integrated into planning and practice, the following should be evident in each lesson.

Expectation	Evidence Observed or Gathered		
1. A high quality text (or multiple texts) is at the center of the lesson.	These expectations should be evident in planning and observable in instruction.		
A. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.	Yes	No	Notes:
B. Students are working with and rereading texts that are at or above the complexity expected for the level and time in the course.	Yes	No	
C. The text(s) evidence exceptional craft and thought and/or provide useful information.	Yes	No	

This tool is intended to provide support to instructors and others working to implement standards for the College and Career Readiness Standards for English Language Arts. It has been designed as a developmental tool for instructors and those who support instruction.

Observation Guide for Planning and Practice – English Language Arts (cont.)

Expectation	Evidence Observed or Gathered				
2. Questions and tasks are text dependent and text specific.	These expectations should be evident in planning and observable in instruction.				
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, and details.	Most	More than Half	Less than Half	Few or None	Notes:
B. Questions and tasks ask students to think about what they have read or heard and then ask them to draw evidence from the text to support their ideas.	Most	More than Half	Less than Half	Few or None	
C. Questions and tasks attend to the academic language and the domain-specific language (i.e., vocabulary and syntax) in the text.	Consistently	Sometimes	Rarely	Never	
D. Sequences of questions support students in delving deeper into text to make inferences beyond what is explicitly stated.	Consistently	Sometimes	Rarely	Never	

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Observation Guide for Planning and Practice – English Language Arts (cont.)

Expectation	Evidence Observed or Gathered				
3. All students are productively engaged in the work of the lesson.	These expectations should be evident in planning and observable in instruction				
A. Students persist in efforts to read, speak, and/or write about demanding level-appropriate texts.	All Students	Most Students	Some Students	Few or No Students	Notes:
B. The instructor expects evidence and precision from students and probes students' answer accordingly.	Consistently	Sometimes	Rarely	Never	
C. Where possible, students demonstrate the ability to persist in completing question and tasks independently.	All Students	Most Students	Some Students	Few or No Students	
D. When discussing or collaborating, students build on each other's observations or insights using evidence.	All Students	Most Students	Some Students	Few or No Students	

This tool is intended to provide support to instructors and others working to implement standards for the College and Career Readiness Standards for English Language Arts. It has been designed as a developmental tool for instructors and those who support instruction.

Chart for Interpreting the Components of a Standard for Developing Lesson Plans

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
List the standards here – one per row.	Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply. This is unnecessary if the skills listed apply equally to all concepts.	Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to <i>know</i> . These generally are the nouns or noun phrases in the standard.	Indicate in which context students are required to use the standard’s skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills.	Using the selected taxonomy, consider the information in Columns 2-4 to determine the “level of thinking” or cognitive demand of the standard.	Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand.

Template adapted from Standards-in-Action: Innovations for Standards-Based Education

Sample Reading Standard – Level Standard and Benchmark Approach

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2)					
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2) a. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (CCR.RE.ABE.2.4.a)	determine analyze summarize determine summarize make distinctions	theme/central idea of a text development details how theme is conveyed through details text text and personal opinions/judgments	Argumentative writing piece	DOK 1 DOK 1 DOK 2 DOK 2	Using a text describing the pros and cons of various cell phones, students will create a graphic organizer showing the main ideas and supporting details and discuss how the details support the main idea. Students will write summaries of the text based on the facts. Students will use a rubric to check each other's summaries for the inclusion of opinion or judgment.

Template adapted from Standards-in-Action: Innovations for Standards-Based Education

Chart for Interpreting the Components of a Standard for Developing Lesson Plans

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Anchor Standard:					

Reasoning through Language Arts

Module: Writing

Lesson Title: Using Evidence to Support Point of View or Opinions

Standards for the Lesson

Florida Adult Basic Education Writing Standards	Level Expectation
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCR.WR.ABE.1)	NRS Level 3 – Write opinion pieces on topics or text supporting a point of view with reasons and information (CCR.WR.ABE.1.3) 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.

Interpreting the Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
Write opinion pieces on topics or text supporting a point of view with reasons and information (CCR.WR.ABE.1.3) 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.	write	opinion piece	Real-world opinion documents	DOK 2	Have students determine their favorite store, food, television show/movie, etc. and use a graphic organizer to support their opinion. Have students transfer ideas from a completed graphic organizer into a paragraph structure. Have students write a letter to someone expressing their opinion on a topic.
	support	point of view with evidence		DOK 2	
	introduce	topic		DOK 1	
	state	opinion		DOK 1	
	create	organizational structure		DOK 2	
	group	ideas logically		DOK 2	

Objectives of the Lesson

Students will:

- State an opinion and support it with evidence
- Use a What-Why-How organizational structure to express to state an opinion and organize ideas logically to support point of view
- Understand that effective writing must include evidence that support an opinion or point of view

Materials

- Handout A: What-Why-How Chart
- Handout B: What-Why-How Chart for Reading Complex Text
- Sample nonfiction text in the area of social studies or science

Instructional Plan

Overview

Most Adult Basic Education students have difficulty in writing irrespective of whether they are writing an argument or an opinion piece. These students often give opinions and reasons for what they think, but fail to go to the next step which is to provide evidence that explains how they know their reasoning is correct.

This lesson is designed to provide students with a strategy that they can use to develop effective opinion pieces based on given topics or on texts that they have read.

Process

Prior to the lesson, you may wish to draw a What-Why-How chart on the board. Identify a few topics with which students would be familiar to open the lesson, such as:

- My favorite grocery store
- My favorite movie or television show
- My favorite place to shop for clothes

As you open the lesson, provide a topic with which students can immediately connect. In this case, learning how to support their opinion about a topic that is well known to them is the first step toward evidence-based writing.

Ask students if they have ever tried to explain something to someone and that person just didn't seem to understand what you were trying to say. For example, have you ever tried to explain why you like a particular actor in a television show or movie? Discuss with students how they would go about explaining why that actor is so special to them. Students might include reasons such as:

- He has a great voice.
- She looks great.
- She wears the most amazing clothes.
- He makes me laugh.

Explain that while all of these might be reasons, they don't tell the entire story. When you say he has a great voice, what do you mean? Is it a deep bass or a more subdued tenor? Does he have a great rolling laugh or a shy smile? What makes her clothes so amazing? Does she wear bold colors or black and white? Explain that each of these questions can be answered with evidence.

Explain that students are going to learn how to use a What-Why-How strategy to help them remember to include evidence when they write. Distribute a copy of **Handout A: What-Why-How Chart** to each student. Discuss the key elements of the What-Why-How strategy, by using the following information.

- What do you think? This is your opinion. If you are writing an argument, this would be your thesis statement.
- Why do you think it? There are always reasons for your opinions even though you may not think so. If you are going to convince anyone of your opinion you have to have strong reasons for that opinion.
- How do you know? You can have an opinion, but that needs to be backed up with evidence if you are going to convince anyone that your opinion is correct. For every reason, you should have at least one example or other kind of evidence.

Ask students to identify their favorite grocery store. Write their responses on the board. If more than one grocery store is given, take a vote and select just one for the purposes of this activity. Have students tell you why they picked that particular grocery store. Write their reasons on the board, but not in the chart at this point. Have students review their reasons and pick the top four and write those in the chart. Your chart may look similar to the following:

What?	Why?	How?
Publix, Walmart, Fresh Market, Whole Foods, Winn Dixie (Select one)	It's clean.	
	It has great prices.	
	There is a good selection of produce.	
	They provide free samples of new products.	

Take each of the “why” responses and have students brainstorm evidence that would explain “how” they know it is clean or has great prices. Include all of the students’ responses in the chart, as shown below.

What?	Why?	How?
Publix, Walmart, Fresh Market, Whole Foods, Winn Dixie (Select one)	It's clean.	Floors are shiny. Smells great. Someone is always mopping or dusting shelves. There are no crumbs or sticky stuff on the floor
	It has great prices.	Special sales each week 2 for 1 prices on store brands Double coupons on Thursday Less expensive than store x.
	There is a good selection of produce.	They have lots of different types of lettuce. They have great fresh produce from local farms. They have nine different varieties of apples.
	They provide free samples of new products.	Weekend samples at the end of each aisle. Tried the samples myself.

When students have exhausted their lists of evidence for each reason, have them take a look at the entire chart. Ask if there are any additional pieces of evidence that they want to include. If not, ask students if there is anything that is not clear in the evidence or could be stated in a different way. Working as a class, make any necessary adjustments to the evidence.

Start with the first reason the store was selected – It’s clean. Look at the evidence that is included in the “How” column. As a group, construct a few sentences or paragraph that explains the first reason you selected the grocery store.

Response may look similar to the following.

Publix is a very clean grocery store. It always smells nice and the floors are shiny and clean. When I walk in the store, I always see someone mopping the floor or dusting and straightening the shelves. There are never crumbs or sticky soda on the floor like you see in other grocery stores.

Continue guided practice by having students write their own paragraphs for the next three reasons. Emphasize the importance of providing evidence for their reasons and explaining “how” the evidence supports their claim (reason). Have students share their responses with the rest of the class.

Explain that a What-Why-How chart can be used for writing or to help you better understand what you are reading. The key is to look for evidence – the “how” part of the chart.

Sample Debriefing Questions

- Did the What-Why-How chart make you think more closely about your opinion?
- How could you use this chart when reading?
- How can you use this strategy to help you become a more effective writer?

Modifications for Different Levels

This strategy for using evidence to support opinions works well with students at all levels. For lower level students, you may need to write their paragraphs using their thoughts rather than having them write their paragraphs independently. However, students should have no problem in working with the chart as long as the topic selected is something to which they can easily relate.

At a more complex level, have students use the chart as a tool for reading, such as the one provided on **Handout B: What-Why-How Chart for Reading Complex Text**. Provide students with a nonfiction text, and have them complete the chart based on what they read. In this case, students must give the author’s point of view or opinion, the reasons for the author’s opinion, and the evidence found within the text to support that opinion.

Two websites that provide nonfiction articles of interest to adult education students and at multiple levels of readability are:

- **Newsela.** <https://newsela.com/>
- **Reading Skills for Today’s Adults.**
http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

Assessments/Extensions

Ask students if they have ever had to produce a resume or a letter of application for a job. Ask them if they found that to be a challenging task. If yes, solicit the reasons why they found it difficult. Their reasons may include that they didn't know what to write or they were afraid that what they wrote would sound "dumb" or even wrong.

Explain that the assessment for this lesson is going to provide them with a resource they can use when faced with filling out a job application or submitting a resume.

Distribute copies of Handout A to all students. Have them write the following statement in the "What" column: I am the best person for this position with your company. Have students complete the chart by including at least three reasons and two to three examples/evidence that supports each reason. Review the students' charts when completed. Address any issues or concerns, especially if there are areas where the student has included little if any evidence to support one or more of the reasons stated.

At this point, the student should be able to take the information and create a cover letter or a short summary for inclusion on a job application.

Handout A: What-Why-How Chart

What

Why

How

What do you think? (This is your opinion.)	Why do you think it? (These are your reasons.)	How do you know? (This is your evidence.)

A What-Why-How Chart developed by Steve Peha, Teaching that Makes Sense. Retrieved from www.ttms.org

Handout B: What-Why-How Chart for Reading Complex Text

What

Why

How

What does the author think?	Why does the author think this way?	What evidence did the author provide?

Adapted from Teaching that Makes Sense by Steve Peha. Retrieved from www.ttms.org