

CT STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS

Moving Beyond Awareness

COMMON CORE STATE STANDARDS

- ③ Define the knowledge and skills students need for college and career
- ③ Developed voluntarily and cooperatively by states; more than 40 states have adopted
- ③ Provide clear, consistent standards in English language arts/Literacy and mathematics

IMPLEMENTING CONNECTICUT STANDARDS (CCSS)

- ◎ Curriculum Framework & Materials
- ◎ Communication
- ◎ Professional Development
- ◎ Assessment

CURRICULUM FRAMEWORK AND MATERIALS

Phase I 2010-11	Summer 2011	Phase II 2011-12
<ul style="list-style-type: none">Organized the CCSS to support curriculum development	<ul style="list-style-type: none">Aligned Preschool curriculum documents to CCSS	<ul style="list-style-type: none">Disseminate materials and resources to support district implementation of CCSS
<ul style="list-style-type: none">Aligned English Language Learner Framework to CCSS		<ul style="list-style-type: none">Develop Birth to age 5 learning standards aligned to CCSS
		<ul style="list-style-type: none">Develop guidance for addressing students with disabilities

COMMUNICATION

Phase I 2010-11	Summer 2011	Phase II 2011-12
<ul style="list-style-type: none">• Joined the <i>Implementing the Common Core Standards</i> national consortium	<ul style="list-style-type: none">• Provided internal and external communications	<ul style="list-style-type: none">• Redesign <u>CCSS webpage</u> on CSDE site
<ul style="list-style-type: none">• Developed a set of initial communication documents		<ul style="list-style-type: none">• Develop a Connecticut CCSS <u>communications tool kit</u>

PROFESSIONAL DEVELOPMENT

Phase I 2010-11	Summer 2011	Phase II 2011-12
<ul style="list-style-type: none">Presented an overview of CCSS to State Board of Education	<ul style="list-style-type: none"><u>Developed CALI modules embedding ELA CCSS</u>	<ul style="list-style-type: none">Provide targeted sessions for LEAs and stakeholder groups
<ul style="list-style-type: none">Provided sessions to develop initial understandings	<ul style="list-style-type: none">Convene regional curriculum teams	<ul style="list-style-type: none">Provide CALI module institutes
<ul style="list-style-type: none">Provided Rigorous Curriculum Design Institute	<ul style="list-style-type: none"><u>Develop annotated Internet-based tools and related resources</u>	

ASSESSMENT

Phase I 2010-11	Summer 2011	Phase II 2011-12
<ul style="list-style-type: none">● Joined Smarter Balanced Assessment Consortium (SBAC)	<ul style="list-style-type: none">● Reviewed SBAC English language arts and literacy draft content specifications	<ul style="list-style-type: none">● Information gathering and small scale pilot testing of current capacity for computer-based testing (CBT)
<ul style="list-style-type: none">● Created crosswalk documents for English language arts and mathematics		<ul style="list-style-type: none">● Establish advisory groups with external constituents on implementation issues related to online testing

PHASE III

2012-2015

2012 -2013

- Continue to implement a CCSS-based curriculum at the grade or course level
- Professional development for teachers and administrators continues

2013 -2014

- K-12 CCSS-based district curriculum fully implemented
- Professional development for teachers and administrators continues

2014-2015

- CCSS- based assessments administered in grades 3-8 and 11

SEVERAL KEY SHIFTS



- Spotlight on what students read:
 - Complexity
 - Range
- Close analysis of texts with evidence to back up claims and conclusions
- Writing to sources
- Research (short projects)

SEVERAL KEY SHIFTS

- Marshaling arguments
- Academic vocabulary

(Isabel Beck's *Bringing Words to Life*)

- Evidence, evidence, evidence



TEACHING AND LEARNING

Content

Knowledge and

Cognitive

Strategies

THE STANDARDS DO NOT DEFINE:

- ③ How teachers should teach
- ③ All that can or should be taught
- ③ The nature of advanced work beyond the core

THE STANDARDS DO NOT DEFINE:

- ③ The full range of support for English language learners and students with special needs
- ③ All knowledge and skills needed to be college and career ready
- ③ The interventions needed for students well below grade level

SMALL GROUP ACTIVITY



Handouts #1 and #2

- ① Review the sample units provided in handouts 1 ([Grade 4 Writing - Unit 1](#)) and 2 ([Grade 8 Reading/Writing Unit 1](#)).
- ① Discuss the skills and concepts presented in the units.
- ① Determine possible teaching strategies for your assigned unit. Consider instructional strategies for various student populations (e.g., special education students, English language learners).

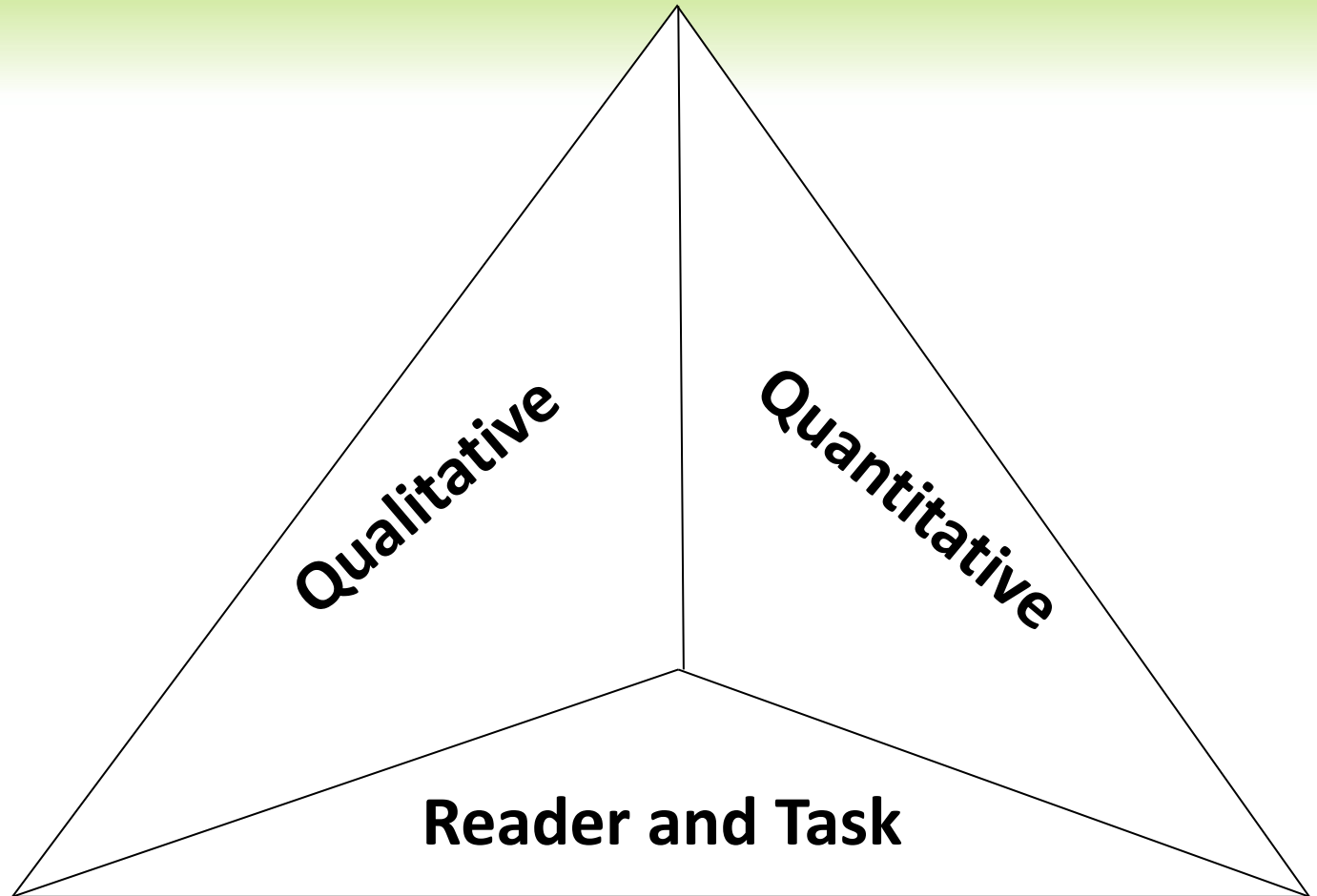
WHY TEXT COMPLEXITY MATTERS

Measuring
Text
complexity

WHY TEXT COMPLEXITY MATTERS

- ⊙ Research indicates demands placed on readers have either held steady or increased.
- ⊙ The difficulty of college textbooks has not decreased.
- ⊙ Students in college are expected to read complex texts with substantially greater independence.

CCSS THREE-PART MODEL FOR MEASURING TEXT COMPLEXITY



CCSS THREE-PART MODEL FOR MEASURING TEXT COMPLEXITY

- ◎ **Qualitative** dimensions of text complexity
 - ◎ Levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands
- ◎ **Quantitative** dimensions of text complexity
 - ◎ Word length or frequency, sentence length, and text cohesion
- ◎ **Reader and task considerations**
 - ◎ Variables specific to particular readers and to particular tasks



TEXT COMPLEXITY

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

TURN AND TALK

- ◎ It is important to make informed decisions about whether a particular text is an appropriate challenge for particular students.
- ◎ How will these decisions be made?
- ◎ Who will be making these decisions?
- ◎ Will the decisions that are made be revisited?
How often?



CONNECTING CCSS TO PRACTICE



TEN GUIDING PRINCIPLES

1. Make close reading of texts central to lesson
2. Structure majority of instruction so all students read grade-level complex texts
3. Emphasize informational texts from early grades on
4. Provide scaffolding that does not preempt or replace text
5. Ask text-dependent questions



TEN GUIDING PRINCIPLES

6. Provide extensive research and writing opportunities (claims and evidence)
7. Offer regular opportunities for students to share ideas, evidence and research
8. Offer systematic instruction in vocabulary
9. Provide explicit instruction in grammar and conventions
10. Cultivate students' independence



Assessments

Professional Learning

Common Core State Standards

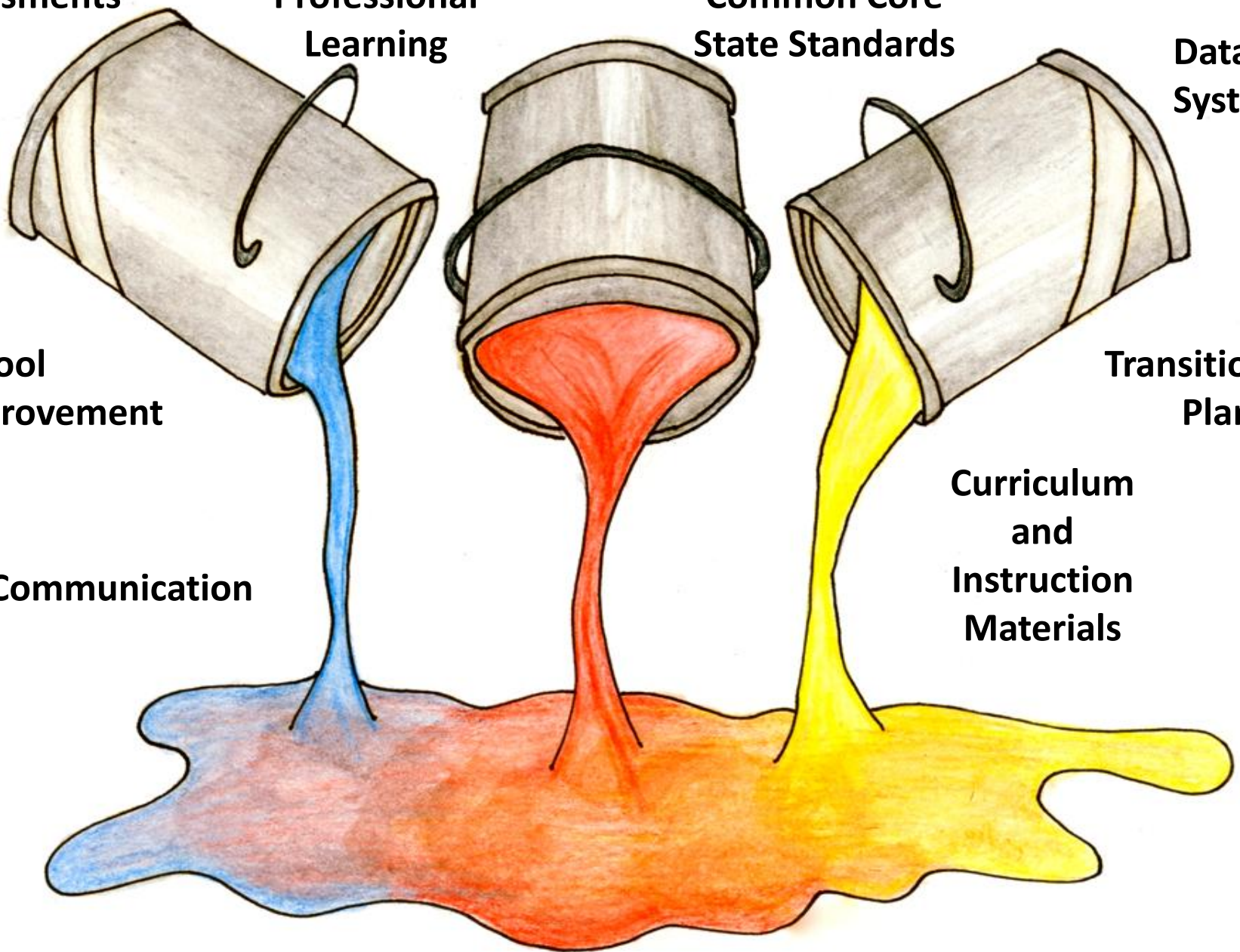
Data Systems

School Improvement

Transition Plans

Communication

Curriculum and Instruction Materials



A COMPLETE PICTURE FOR LEARNING



CONTACT US:

- ◎ Harriet Feldlaufer
 - ◎ harriet.feldlaufer@ct.gov
- ◎ Marion Martinez
 - ◎ marion.martinez@ct.gov
- ◎ Amy Radikas
 - ◎ amy.radikas@ct.gov
- ◎ Joanne White
 - ◎ joanne.white@ct.gov