

# ¡Buenos días!

Please :

1. make a name tag with your preferred name
2. also make a “table tent” name tag following Jorge’s example up in the front
3. log on as guest to the Point Loma Nazarene University wireless internet system
4. open up today’s [PPT](#) by downloading a copy here:

<http://tinyurl.com/Sept4ProjectCore>

# AGENDA

Utilize the CCSS and other California content standards to plan instruction and evaluate texts for teaching

- Welcome; Orientation to Institutes & Internet Resources; Introductions
- California Standards and the Common Core
- Literacy Standards across Subjects
- Assessing Text Complexity
- Evaluation
- Closure

Today's Institute Resources:

<http://tinyurl.com/ProjectCoreSept>



# ORIENTATION

Institute Format Explained:  
Content and Online Access

# Project CORE Dates & Content

Click to open up

[Project Core dates/times/content](#)

## Project CORE 2016-2017

Audience: SDSU teacher candidates – Bilingual multiple subject and single subject

### General Outline

Time	Agenda	Who
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# Project CORE Institute Design

Time	Agenda
9:00 am	Opener
	Review of content of previous institute
	Link of prior to new content
	New content
12:00-1:00 pm	Lunch
	New content
	Evaluation of day's institute
3:30 pm	Closure
3:30-4:00 pm	Other Project CORE business

# Introductions

Three-Step Interviews:  
What will you teach and why?

# Step 1: CONSIDER- What is your favorite subject?

Share a memory where you remember enjoying learning that favorite subject.

# Step 2: CONSIDER- What subject(s) will you be teaching?

Describe a class or teacher you had (or wish you had) that made the subject(s) interesting.



Step 3: CONSIDER - How might you learn more about your subject(s)?

Predict some ways you may continue to learn more about your favorite subject(s) or be inspired to teach your subject(s) in the future.

# Connecting Experience to Content

## Group Reflection:

What role did content standards or subject area texts play in your passion for a content area?

# California Standards

*Project CORE, Institute #1*

# Learning Intentions

- ❑ Investigate the state standards movement and the purpose of Common Core
- ❑ Explore California standards in literacy other subjects to be taught this year
- ❑ Study how to text complexity is determined per Common Core
- ❑ Analyze the readability of a text excerpt

# Success Criteria

1. I can explain the purpose and value of the Common Core State Standards
2. I can locate standards for my subject(s) and identify how they are structured
3. I can describe how text complexity is determined per Common Core
4. I can analyze the readability of a text excerpt on my own or with a peer

# **California Standards and the Common Core**

# Purposes of Standards

- Who should decide what students learn in schools?
  - Parents? Teachers? Politicians? Industry leaders? A combination of any of these? Others?
  - A community? A school district? A town or city? A state? A country? The United Nations?
- How should the decision be made?

# California ELA/ELD Framework Emphasizes Varied Assessments

“Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.”

<http://www.cde.ca.gov/re/cc/>





# ¿Qué es Common Core?



# Explore Common Core State Standards Initiative

Find out more about CCSS here:

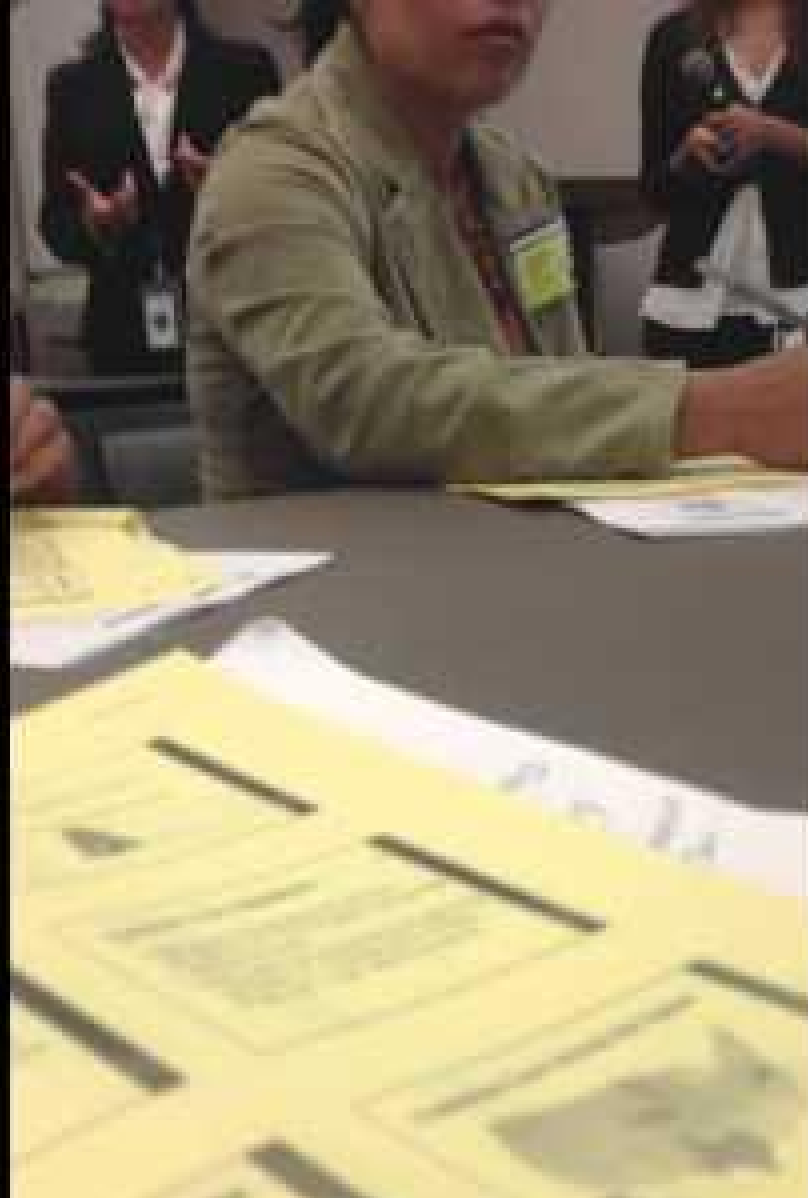
[www.corestandards.org](http://www.corestandards.org)

Form a group of two or three.

1. Watch the three minute parent video (Spanish or English).
2. Identify which organizations established the CCSS and determine which states are NOT participating.
3. Explain whether standards tell teachers what to teach by reviewing the myths and facts section.
4. Be prepared to answer what each of the Appendices in English Language Arts and Mathematics offer.



## Parent Reactions to CCSS: Example 1



## Parent Reactions to CCSS: Example 2

# Explore Common Core State Standards Reaction

[Click here to study more about CCSS reactions:](#)

Form a group of two or three.

1. Watch the three minute video and read any of the articles that seems interesting to you.
2. Identify any of the arguments against CCSS heard or read.
3. Select one of the arguments and discuss what you would say (as a group) about it.
4. Be prepared to explain the purpose of the Common Core State Standards in the next slide.



# Explore Common Core State Standards Reaction

## Think - Pair - Share

If someone were to express concern about the CCSS, what would you explain about...

- who was involved in creating or adopting them?
- which subjects are CCSS and which are not?
- why is common set of standards useful/harmful?
- what is the relationship between the standards and assessments about them?

# **Literacy Standards across Subjects**

# Literacy Standards Explored

Prepare for instructions  
to tab sections of  
the literacy standards booklet.



# Literacy Standards Scavenger Hunt

Click to access  
[the Literacy Standards task.](#)

# Standards to Study Today

- Select a subject area to to examine standards for the next activity
- Select a specific grade level to focus
- Prepare a report to explain to a peer:
  - How are the standards organized?
  - How many standards are there for this grade?
  - Which terms/vocabulary in the standards need clarification?
  - What other documents are available along with the standards (e.g. preface, introduction, etc.?)
- Select two individual standards that seem interesting to share.

# Literacy Standards Online

- [California English Language Arts Standards \(Common Core\)](#)
- [Estándares estatales comunes para la artes de lenguaje en español y para la lectoescritura en historia y estudios sociales, ciencias y materias técnicas](#)

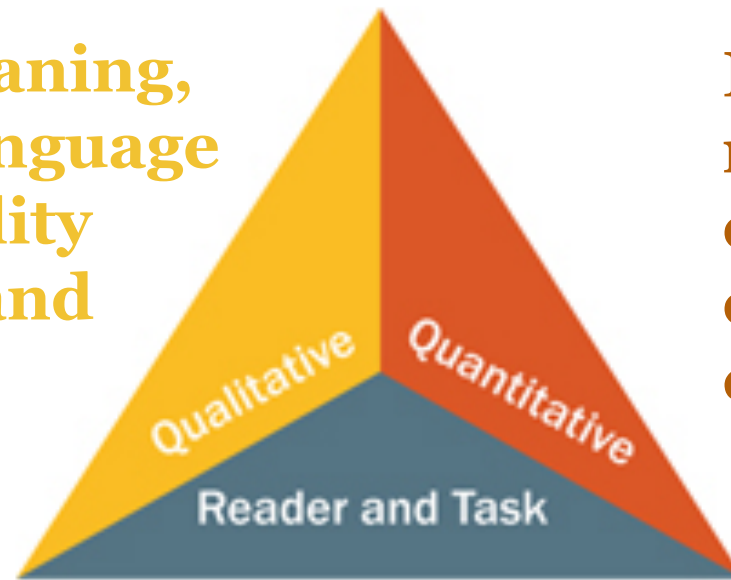
# Other Standards Online

- [California Mathematics Standards \(CCSS\)](#)
- [Estándares estatales comunes de matemáticas](#)
- [All Other California State Standards](#)

# **Assessing Text Complexity**

# Measuring Text Complexity

**Levels of meaning, structure, language conventionality and clarity, and knowledge demands**



**Readability measures and other scores of text complexity**

**Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)**

# Quantitative Text Complexity

## Readability Levels:

- “Grade”
- “Guided Reading”
- “Lexile”
- “DRA”
- “Reading Recovery”
- etc.



**Readability  
measures and  
other scores  
of text  
complexity**

# Quantitative “Readability” Scales

See the [chart](#) comparing various reading levels.

## Leveled Text Chart

GRADE LEVEL	GUIDED READING LEVEL	LEXILE LEVEL - CCSS	DRA LEVELS	READING RECOVERY
<p>Booksource relies only on reputable sources for our leveling information. Every effort has been made to ensure the accuracy of the levels presented in this catalog.</p>	<p>Guided Reading is based on the standards developed by Irene Fountas and Gay Su Pinnell in <i>Matching Books to Readers, Using Leveled Books in Guided Reading</i>, Heinemann, 1999; <i>Guiding Readers and Writers Grades 3-6</i>, Heinemann, 2001; <i>The Fountas and Pinnell Leveled Book List</i>, Heinemann, 2006</p>	<p>Lexile® measures are ©2011 MetaMetrics, Inc., and appear by permission, with all rights reserved. Lexile and related marks are registered trademarks of MetaMetrics, Inc.</p>	<p>DRA, or Developmental Reading Level Assessment, developed by Joetta Beaver and published by Celebration Press, 1977, is a method of assessing and documenting achievement within a literature based instructional program.</p>	<p>Reading Recovery, a registered trademark of The Ohio State University, creates a set of standards and guidelines. Developed by Marie M. Clay in the 1970s as a short intervention program, it helps low achieving first graders with one-on-one tutoring.</p>
Kindergarten	A		A-1	1
	B		2-3	2
	C		4	3-4
	D		6	5-6
	-		7	7-8



# Guess the Grade: Text Analysis

1. Click to access:  
[Ejemplares de textos en español](#)
2. Guess the grade level of each text  
(use a post it or write in pencil.)
3. Watch and take notes on using the  
Lexile analyzer at [lexile.com](http://lexile.com)
4. Record the lexile score and compare  
to your guess

# Quantitative Text Complexity

Levels of meaning,  
structure, language  
conventionality  
and clarity, and  
knowledge  
demands



Qualitative

## Qualitative Measures:

- Levels of Meaning
- Structure
- Language  
Conventionality and  
Clarity
- Knowledge Demand

# Qualitative Text Complexity

Click to access  
[a sample high school text excerpt.](#)

# Quantitative Text Complexity

## Reader and Task

“...to be determined locally..student’s motivation, knowledge, experiences ... purpose...task...questions..”



**Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)**

# Success Criteria #1

- ❑ I can explain the purpose and value of the Common Core State Standards

*On a Post-It please complete this sentence frame:*

*“The CCSS standards:*

- *include the subjects of \_\_\_ .*
- *are intended to \_\_\_ .*
- *are related to assessments because \_\_\_ .”*

# Success Criteria #2

- ❑ I can locate standards for my subject(s) and identify how they are structured

*Review your notes from today (e.g., report you gave on standards, the PPT slides, bookmarks on your computer, etc.) to write a computer or internet note about where the standards are found and how they are organized.*

# Success Criteria #3

- ❑ I can describe how text complexity is determined per Common Core

*On a Post-It please sketch out a triangle identifying the three factors measuring text complexity. Share your image with a partner.*

# Success Criteria #4

- ❑ I can analyze the readability of a text excerpt on my own or with a peer

*With a partner, write down on a post-it at least three suggestions about how to analyze text readability.*



# Evaluation

# Closure

# What makes a text “engaging?”

Recollect a favorite subject, one you will teach. Think about various texts you read for the subject, about that subject or about teaching that subject. [Respond/Write:](#)

- Which texts for subject teaching, if any, are fascinating?
- How would you convince your friends or family to read or learn from that text?
- What would you do to interest students to study texts they may be less inclined to read?

# **SDSU Announcements**