Connecticut Assessment Forum

CT STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS

MOVING TOWARDS IMPLEMENTATION

(CT Standards)
DISTRICT IMPLEMENTATION GUIDE
(Use blue arrows to navigate timeline)

ASSESSMENT

- Created governance structure and established Technical Advisory Committee and 10 Work Groups
- Develop formative tools to support states in implementation of CCSS and specifications for summative and interim assessments
- Develop items for summative and interim assessments and make pool of interim items available to states
- Complete pilot-testing of summative items

- Fall 2010
  - Crosswalks illustrate correlation among Connecticut standards, CCSS, CMT and CAPT
- Winter & Spring 2011
  - Curriculum frames provide districts a foundation to design K-12 Mathematics and English Language Arts curriculum based on Rigorous Curriculum Design model
- Summer 2011
  - K-12 district curriculum revisions begin and continue throughout school year
- School year 2011-2012
  - Districts begin to implement CCSS-based curriculum for selected levels and courses
- K-12 district curriculum revisions continue throughout school year
- K-12 district curricula based on CCSS fully implemented

2014-2015
Grades 3-8 and 11 CCSS-based summative assessment administered

CURRICULUM
Implications for Teaching and Learning

- Districts need to compare current curriculum to CCSS. Much will stay the same, however some CCSS concepts/skills will need to be added, and some current standards moved to a different grade.

- Current instructional materials will need to be supplemented, enhanced or moved to a different grade.
Implications for Teaching and Learning

- Practicing and pre-service teachers need support to understand the impact of the CCSS on designing learning opportunities for students.

- State assessments will remain unchanged until 2014. CT is participating in the SMARTER Balanced Assessment Consortium, which is charged with developing new assessments based on CCSS.
A Treasure Hunt through…

Using the *Common Core State Standards for English Language Arts*, work in teams of two three to find the answers to the following questions…
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
Why Text Complexity Matters

- College, Careers, and Citizenship: Steady or Increasing Complexity of Texts and Tasks
- K–12 Schooling: Declining Complexity of Texts and a Lack of Reading of Complex Texts Independently
- The Consequences: Too Many Students Reading at Too Low a Level
Three-Part Model for Measuring Text Complexity

Qualitative

Quantitative

Reader and Task
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
## Implementing Text Complexity

<table>
<thead>
<tr>
<th>Text Complexity Grade Band in the Standards</th>
<th>Old Lexile Ranges</th>
<th>Lexile Ranges Aligned to CCR Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2-3</td>
<td>450-725</td>
<td>450-790</td>
</tr>
<tr>
<td>4-5</td>
<td>645-845</td>
<td>770-980</td>
</tr>
<tr>
<td>6-8</td>
<td>860-1010</td>
<td>955-1155</td>
</tr>
<tr>
<td>9-10</td>
<td>960-1115</td>
<td>1080-1305</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070-1220</td>
<td>1215-1355</td>
</tr>
</tbody>
</table>
Informational Text Exemplars – Grades 4/5
(Appendix B, CCSS)

- Informational Texts
  - Lauber, Patricia. *Hurricanes: Earth’s Mightiest Storms*
  - Otfinoski, Steve. *The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*
  - Cutler, Nellie Gonzalez. “Kenya’s Long Dry Season”
  - Hall, Leslie. “Seeing Eye to Eye”
Students interpret the visual chart that accompanies Steve Otfinoski’s *The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* and explain how the information found within it contributes to an understanding of how to create a budget. [RI.4.7]
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?
Transitioning to CT Standards (CCSS)

Have you begun to:

- evaluate and align your current curriculum?
- align your current core texts and curriculum materials?
- update and revise curriculum?
- update and revise assessments?
- review and evaluate instructional materials/resources?
Transitioning to CT Standards (CCSS)

Additional Considerations:

- Professional development for administrators: standards, curriculum/instruction/assessment documents

- Professional development for administrators and teachers: standards, materials, strategies, assessment, etc. (long-range and short-range)
Transitioning to CT Standards (CCSS)

Additional Considerations:

- Departmental and/or Grade-level Professional Learning Communities (PLCs): topics, protocols, goals, (long-range and short-range)

- Curriculum and assessment access

- Create models and/or provide examples for educators: rubrics, assessments, templates
## Rethinking What Works

<table>
<thead>
<tr>
<th>Schools</th>
<th>Grade Levels /Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacing</td>
<td>Pacing</td>
</tr>
<tr>
<td>Vertical alignment</td>
<td>Vertical alignment</td>
</tr>
<tr>
<td>Resources and materials</td>
<td>Resources and materials</td>
</tr>
<tr>
<td>Instructional strategies</td>
<td>Instructional strategies</td>
</tr>
<tr>
<td>Assessments</td>
<td>Assessments</td>
</tr>
<tr>
<td>Reading Standards for Literature</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>CC.9-10.RL.2</strong> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td><strong>CT.9-12.1.1.c</strong> Select and organize relevant information from text to summarize. <strong>CT.9-12.1.2.d</strong> Make, support and defend judgments about texts. <strong>CT.9-12.1.2.f</strong> Identify and discuss the underlying theme or main idea in texts. <strong>CT.9-12.2.3.b</strong> Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts. <strong>CT.9-12.2.4.d</strong> Analyze and evaluate themes and connections that cross cultures.</td>
</tr>
<tr>
<td><strong>CAPT Reading Across the Disciplines:</strong> Response to Literature</td>
<td></td>
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</tbody>
</table>
9-10.R.L.2

- **Determine** a theme or central idea of a text and **analyze** in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; **provide** an objective summary of the text.
## Grade 9/Unit 1 – Exploring Elements of Literature

<table>
<thead>
<tr>
<th>Concepts (what students need to know)</th>
<th>Skills (what students need to be able to do)</th>
<th>Bloom’s Taxonomy Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>a theme or central idea of a text</td>
<td>Determine</td>
<td>4</td>
</tr>
</tbody>
</table>
| the development of a theme or central idea over the course of a text  
  •how it emerges  
  •how it is shaped and refined by specific details | Analyze (in detail)                          | 4                      |
| •an objective summary of the text    | Provide                                     | 2                      |
Revised Bloom’s Taxonomy

Original Terms
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

New Terms
- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

(Based on Pohl, 2000, Learning to Think, Thinking to Learn, p. 8)

**SPEAKING AND LISTENING STANDARDS**  
Comprehension and Collaboration

<table>
<thead>
<tr>
<th>CC.4.SL.1.a</th>
<th>CT.4.OL.2</th>
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<tbody>
<tr>
<td>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</td>
</tr>
</tbody>
</table>
What are the specific teachable concepts and skills (*what students should know and be able to do*) within this standard?

CC.4.SL.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Ten Guiding Principles

MOVING TOWARDS IMPLEMENTATION
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
<table>
<thead>
<tr>
<th>Amy Radikas</th>
<th>Joanne White</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><a href="mailto:amy.radikas@ct.gov">amy.radikas@ct.gov</a></strong></td>
<td><strong><a href="mailto:joanne.white@ct.gov">joanne.white@ct.gov</a></strong></td>
</tr>
<tr>
<td>(860) 713-6762</td>
<td>(860) 713-6751</td>
</tr>
</tbody>
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