

# **Constructing the Common Core Bridge: Creating Access for Low Performing HS Students**

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## **The Challenge:**

**In the face of new rigorous standards, how will chronically underperforming schools and students gain access to these skills to enjoy academic success?**

## **One Approach:**

**Step 1: Align your curriculum to the Common Core State Standards and its accompanying assessment consortia guidelines.**

**Step 2: Use data to create differentiated groups based on unpacked standards**

**Step 3: Document the correlating standards-based instructional foci to the CCSS map**

## **Other considerations:**

- Text complexity (of course)
- High interest texts (to address the disinterest of chronically underperforming students)
- flexibility of grouping (allow for students to move based on different standards)

**For further questions or assistance feel free to contact:**

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# Quarterly CCSS Map

## CSW Academy 2012-13

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading	R11 R12 R13	R11 R14 RST9	R11 R15 R17	R11 R16 RH8
Writing	W3 W4 W5	W2 W7	W1 W6 W8	W1 W9
Language	L1 L2	L3 L4	L5	L6
Reading 10				
Writing 10				

## The “Universal” Standards used in the CSW Map

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.11-12.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RST.11-12.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

# CSW/CCA Differentiated Instruction Chart

## Quarter 1

Unpacked Standard	Tier 1	Tier 2	Tier 3
<b>RI11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>Strong and thorough textual evidence is cited</li> <li>Citing textual evidence for explicit and inferential statements</li> <li>Citing textual evidence for matters left uncertain by a text</li> </ul>	<ul style="list-style-type: none"> <li>Cite strong textual evidence</li> <li>Analyze explicit statements</li> <li>Analyze inferences</li> </ul>	<ul style="list-style-type: none"> <li>Cite textual evidence</li> <li>Analyze explicit statements</li> </ul>
<b>RI11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Analyze the development of a central ideal over the course of the text</li> <li>Determine 2 or more central ideas</li> <li>Analyze the interaction of the central ideas and how they build upon each other</li> </ul>	<ul style="list-style-type: none"> <li>Determine 2 or more central ideas</li> <li>Analyze the interaction of the central ideas</li> <li>Articulate an objective</li> </ul>	<ul style="list-style-type: none"> <li>Determine a Central Idea</li> <li>Analyze the central idea</li> <li>Articulate a summary</li> </ul>
<b>RI11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<ul style="list-style-type: none"> <li>Analysis of a complex set of ideas or sequence of events</li> <li>Explains how specific individuals, ideas, or events interact over the course of a text</li> <li>Explains how specific individuals, ideas, and events develop over the course of a text</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of a set of ideas or sequence of events (complex or non-complex)</li> <li>Explains how individuals, ideas, and events develop over the course of the text</li> <li>Analysis of a complex idea or event</li> </ul>	<ul style="list-style-type: none"> <li>Explains how individuals and events develop over the course of the text</li> <li>Explains how specific individuals and events interact over the course of the text</li> <li>Analysis of a complex idea or event</li> </ul>
<b>W11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> <li>Compose real or imagined events or experiences</li> <li>Use effective techniques</li> <li>Use well-chosen details</li> <li>Use well-structured event sequences</li> </ul>	<ul style="list-style-type: none"> <li>Compose real or imagined events or experiences</li> <li>Use 2 or more effective techniques</li> <li>Use specific details</li> <li>Use sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Compose real or imagined events or experiences</li> <li>Use at least 2 effective techniques (dialogue, description)</li> <li>Use details</li> <li>Use sequence of events</li> </ul>