

Implementing the Common Core

From Standards to Practice

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Preconference Workshop

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Deeper Learning: the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations (i.e., transfer). Through deeper learning - which often involves shared learning and interactions with others in a community - the individual develops expertise in a particular domain of knowledge and/or performance. The product of deeper learning is transferable knowledge, including content knowledge in a domain and knowledge of how, why, and when to apply this knowledge to answer questions and solve problems.

Transfer is facilitated by instruction that helps learners develop deep understanding of the structure of a problem domain and applicable solution methods, but is not supported by rote learning of solutions to specific problems or problem-solving procedures. This kind of deep, well-integrated learning develops gradually and takes time, but it can be started early: recent evidence indicates that even preschool and early elementary students can make meaningful progress in conceptual organization, reasoning, problem solving, representation, and communication in well-chosen topic areas in science, mathematics, and language arts.

Recommendations for curriculum and instruction

- **Using multiple and varied representations of concepts and tasks**, such as diagrams, numerical and mathematical representations, and simulations, combined with activities and guidance that support mapping across the varied representations.
- **Encouraging elaboration, questioning, and explanation**—for example, prompting students who are reading a history text to think about the author’s intent and/or to explain specific information and arguments as they read—either silently to themselves, or to others.
- **Engaging learners in challenging tasks**, while also supporting them with guidance, feedback, and encouragement to reflect on their own learning processes and the status of their understanding.
- **Teaching with examples and cases**, such as modeling step-by-step how students can carry out a procedure to solve a problem and using sets of worked examples.
- **Priming student motivation** by connecting topics to students’ personal lives and interests, engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing, rather than grades or scores.
- **Using formative assessment** to: a) make learning goals clear to students; b) continuously monitor, provide feedback, and respond to students’ learning progress; and c) involve students in self- and peer-assessment.

Common Core Instructional Shifts

- 1. Building knowledge through content-rich nonfiction and informational texts**
- 2. Reading and writing grounded in evidence from text**
- 3. Regular practice with complex text and its academic vocabulary**

TEXTUAL COMPLEXITY MODEL

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Matching reader to text and task: 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)

Reading Between the Lines

ACT report on college readiness in reading

- Performance on complex texts is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready.
- A complex text will contain multiple layers of meaning, not all of which will be immediately apparent to students upon a single superficial reading. Such texts require students to work at unlocking meaning by calling upon sophisticated reading skills and strategies.

Six Aspects of Complex Text

1. Relationships: Interactions among ideas or characters in the text are subtle, involved, or deeply imbedded.
2. Richness: The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.
3. Structure: The text is organized in ways that are elaborate and sometimes unconventional.
4. Style: The author's tone and use of language are often intricate.
5. Vocabulary: The author's choice of words is demanding and highly context dependent.
6. Purpose: The author's intent in writing the text is implicit and sometimes ambiguous.

Reading Between the Lines
ACT report on college readiness in reading

PARCC Blueprint for Performance-Based Assessment

Day 1, session 1

Students read one informational anchor text and write a summary.

Day 1, session 2

Students read 2 or 3 shorter informational texts related to the anchor texts (one may be multimedia) and write an analytic essay incorporating evidence from at least 2 of the sources.

Day 2

Students read one shorter piece of literature and one extended (anchor) piece of literature and write:

- One narrative using/responding to a literary text
- One analytic essay analyzing the texts

Amelia Earhart Biography

<http://www.ameliaearhart.com/about/bio2.html>

the official website

When 10-year-old Amelia Mary Earhart saw her first plane at a state fair, she was not impressed. "It was a thing of rusty wire and wood and looked not at all interesting," she said. It wasn't until Earhart attended a stunt-flying exhibition, almost a decade later, that she became seriously interested in aviation. A pilot spotted Earhart and her friend, who were watching from an isolated clearing, and dove at them. "I am sure he said to himself, 'Watch me make them scamper,'" she said. Earhart, who felt a mixture of fear and pleasure, stood her ground. As the plane swooped by, something inside her awakened. "I did not understand it at the time," she said, "but I believe that little red airplane said something to me as it swished by." On December 28, 1920, pilot Frank Hawks gave her a ride that would forever change her life. "By the time I had got two or three hundred feet off the ground," she said, "I knew I had to fly."

Although Earhart's convictions were strong, challenging prejudicial and financial obstacles awaited her. But the former tomboy was no stranger to disapproval or doubt. Defying conventional feminine behavior, the young Earhart climbed trees, "belly-slammed" her sled to start it downhill and hunted rats with a .22 rifle. She also kept a scrapbook of newspaper clippings about successful women in predominantly male-oriented fields, including film direction and production, law, advertising, management, and mechanical engineering.

After graduating from Hyde Park High School in 1915, Earhart attended Ogontz, a girl's finishing school in the suburbs of Philadelphia. She left in the middle of her second year to work as a nurse's aide in a military hospital in Canada during WWI, attended college, and later became a social worker at Denison House, a settlement house in Boston. Earhart took her first flying lesson on January 3, 1921, and in six months managed to save enough money to buy her first plane. The second-hand Kinner Airster was a two-seater biplane painted bright yellow. Earhart named the plane "Canary," and used it to set her first women's record by rising to an altitude of 14,000 feet.

One afternoon in April 1928, a phone call came for Earhart at work. "I'm too busy to answer just now," she said. After hearing that it was important, Earhart relented though at first she thought it was a prank. It wasn't until the caller supplied excellent references that she realized the man was serious. "How would you like to be the first woman to fly the Atlantic?" he asked, to which Earhart promptly replied, "Yes!" After an interview in New York with the project coordinators, including book publisher and publicist George P. Putnam, she was asked to join pilot Wilmer "Bill" Stultz and co-pilot/mechanic Louis E. "Slim" Gordon. The team left Trepassey harbor, Newfoundland, in a Fokker F7 named Friendship on June 17, 1928, and arrived at Burry Port, Wales, approximately 21 hours later. Their landmark flight made headlines worldwide, because three women had died within the year trying to be that first woman. When the crew returned to the United States they were greeted with a ticker-tape parade in New York and a reception held by President Calvin Coolidge at the White House.

From then on, Earhart's life revolved around flying. She placed third at the Cleveland Women's Air Derby, later nicknamed the "Powder Puff Derby" by Will Rogers. As fate would have it, her life also began to include George Putnam. The two developed a friendship during preparation for the Atlantic crossing and were married February 7, 1931. Intent on retaining her independence, she referred to the marriage as a "partnership" with "dual control."

Together they worked on secret plans for Earhart to become the first woman and the second person to solo the Atlantic. On May 20, 1932, five years to the day after Lindbergh, she took off from Harbor Grace, Newfoundland, to Paris. Strong north winds, icy conditions and mechanical problems plagued the flight and forced her to land in a pasture near Londonderry, Ireland. "After scaring most of the cows in the neighborhood," she said, "I pulled up in a farmer's back yard." As word of her flight spread, the media surrounded her, both overseas and in the United States. President Herbert Hoover presented Earhart with a gold medal from the National Geographic Society. Congress awarded her the Distinguished Flying Cross--the first ever given to a woman. At the ceremony, Vice President Charles Curtis praised her courage, saying she displayed "heroic courage and skill as a navigator at the risk of her life." Earhart felt the flight proved that men and women were equal in "jobs requiring intelligence, coordination, speed, coolness and willpower."

In the years that followed, Earhart continued to break records. She set an altitude record for autogyros of 18,415 feet that stood for years. On January 11, 1935, she became the first person to fly solo across the Pacific from Honolulu to Oakland, California. Chilled during the 2,408-mile flight, she unpacked a thermos of hot chocolate. "Indeed," she said, "that was the most interesting cup of chocolate I have ever had, sitting up eight thousand feet over the middle of the Pacific Ocean, quite alone." Later that year she was the first to solo from Mexico City to Newark. A large crowd "overflowed the field," and rushed Earhart's plane. "I was rescued from my plane by husky policemen," she said, "one of whom in the ensuing melee took possession of my right arm and another of my left leg." The officers headed for a police car, but chose different routes. "The arm-holder started to go one way, while he who clasped my leg set out in the opposite direction. The result provided the victim with a fleeting taste of the tortures of the rack. But, at that," she said good-naturedly, "It was fine to be home again."

In 1937, as Earhart neared her 40th birthday, she was ready for a monumental, and final, challenge. She wanted to be the first woman to fly around the world. Despite a botched attempt in March that severely damaged her plane, a determined Earhart had the twin engine Lockheed Electra rebuilt. "I have a feeling that there is just about one more good flight left in my system, and I hope this trip is it," she said. On June 1st, Earhart and her navigator Fred Noonan departed from Miami and began the 29,000-mile journey. By June 29, when they landed in Lae, New Guinea, all but 7,000 miles had been completed. Frequently inaccurate maps had made navigation difficult for Noonan, and their next hop--to Howland Island--was by far the most challenging. Located 2,556 miles from Lae in the mid-Pacific, Howland Island is a mile and a half long and a half mile wide. Every

unnecessary item was removed from the plane to make room for additional fuel, which gave Earhart approximately 274 extra miles. The U.S. Coast Guard cutter Itasca, their radio contact, was stationed just offshore of Howland Island. Two other U.S. ships, ordered to burn every light on board, were positioned along the flight route as markers. "Howland is such a small spot in the Pacific that every aid to locating it must be available," Earhart said.

At 10am local time, zero Greenwich time on July 2, the pair took off. Despite favorable weather reports, they flew into overcast skies and intermittent rain showers. This made Noonan's premier method of tracking, celestial navigation, difficult. As dawn neared, Earhart called the ITASCA, reporting "cloudy, weather cloudy." In later transmissions Earhart asked the ITASCA to take bearings on her. The ITASCA sent her a steady stream of transmissions but she could not hear them. Her radio transmissions, irregular through most of the flight, were faint or interrupted with static. At 7:42 A.M. the Itasca picked up the message, "We must be on you, but we cannot see you. Fuel is running low. Been unable to reach you by radio. We are flying at 1,000 feet." The ship tried to reply, but the plane seemed not to hear. At 8:45 Earhart reported, "We are running north and south." Nothing further was heard from Earhart.

A rescue attempt commenced immediately and became the most extensive air and sea search in naval history thus far. On July 19, after spending \$4 million and scouring 250,000 square miles of ocean, the United States government reluctantly called off the operation. In 1938, a lighthouse was constructed on Howland Island in her memory. Across the United States there are streets, schools, and airports named after her. Her birthplace, Atchison, Kansas, has been turned into a virtual shrine to her memory. Amelia Earhart awards and scholarships are given out every year.

Today, though many theories exist, there is no proof of her fate. There is no doubt, however, that the world will always remember Amelia Earhart for her courage, vision, and groundbreaking achievements, both in aviation and for women. In a letter to her husband, written in case a dangerous flight proved to be her last, this brave spirit was evident. "Please know I am quite aware of the hazards," she said. "I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others."

PARCC Grade 7 prototype

Student Directions

Based on the information in the text "Biography of Amelia Earhart," write an essay that summarizes and explains the challenges Earhart faced throughout her life.

Remember to use textual evidence to support your ideas.

Knoxville, Tennessee

I always like summer
best
you can eat fresh corn
from daddy's garden
and okra
and greens
and cabbage
and lots of
barbecue
and buttermilk
and homemade ice-cream

at the church picnic
and listen to gospel music
outside
at the church
homecoming
and go to the mountains with
your grandmother
and go barefooted
and be warm
all the time
not only when you go to bed
and sleep

Text-dependent questions for “Knoxville, Tennessee”

- Find examples of sensory imagery in “Knoxville, Tennessee.” What effect do these references to sight, sound, smell, taste, and touch have on the poem?
- What kinds of words does Nikki Giovanni use in “Knoxville, Tennessee? How does this diction reflect the poem’s subject?
- What seems to be Nikki Giovanni’s attitude towards her subject? (Tone) How could you tell?

A Guide to Creating Text Dependent Questions

<http://www.achievethecore.org/steal-these-tools/text-dependent-questions>

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would not be text dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask

because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

From *My Life with the Chimpanzees* by Jane Goodall

(Lexile 910, grades 5-8, interest ages 8-12)

Every morning I got up when I heard the alarm clock at 5:30 a.m. I ate a couple of slices of bread and had a cup of coffee from the Thermos flask. Then I set off, climbing to where I thought the chimps might be.

Most often, I went to the Peak. I discovered that from this high place I had a splendid view in all directions. I could see chimps moving in the trees and I could hear if they called. At first I watched from afar, through my binoculars, and never tried to get close. I knew that if I did, the chimps would run silently away.

Gradually I began to learn about the chimps' home and how they lived. I discovered that, most of the time, the chimps wandered about in small groups of six or less, not in a big troupe like the baboons. Often a little group was made up of a mother with her children, or two or three adult males by themselves. Sometimes many groups joined together, especially when there was delicious ripe fruit on one big tree. When the chimps got together like that, they were very excited, made a lot of noise, and were easy to find.

Eventually I realized that the chimps I watched from the Peak were all part of one group — a community. There were about fifty chimps belonging to this community. They made use of three of the valleys to the north of the Kakombe Valley (where our tent was) and two valleys to the south. These valleys have lovely sounding names: Kasakela, Linda, and Rutanga in the north, Mkenke and Nysanga in the south.

From the Peak I noted which trees the chimps were feeding in and then, when they had gone, I scrambled down and collected some of the leaves, flowers, or fruits so they could be identified later. I found that the chimps eat mostly fruits but also a good many kinds of leaves, blossoms, seeds, and stems. Later I would discover that they eat a variety of insects and sometimes hunt and kill prey animals to feed on meat.

During those months of gradual discovery, the chimps very slowly began to realize that I was not so frightening after all. Even so, it was almost a year before I could approach to within one hundred yards, and that is not really very close. The baboons got used to me much more quickly. Indeed, they became a nuisance around our camp by grabbing any food that we accidentally left lying on the table.

ERNIE PYLE: The Death of Captain Waskow

AT THE FRONT LINES IN ITALY, January 10, 1944 - In this war I have known a lot of officers who were loved and respected by the soldiers under them. But never have I crossed the trail of any man as beloved as Capt. Henry T. Waskow of Belton, Texas.

Capt. Waskow was a company commander in the 36th Division. He had led his company since long before it left the States. He was very young, only in his middle twenties, but he carried in him a sincerity and gentleness that made people want to be guided by him.

"After my own father, he came next," a sergeant told me.

"He always looked after us," a soldier said. "He'd go to bat for us every time."

"I've never knowed him to do anything unfair," another one said.

I was at the foot of the mule trail the night they brought Capt. Waskow's body down. The moon was nearly full at the time, and you could see far up the trail, and even part way across the valley below. Soldiers made shadows in the moonlight as they walked.

Dead men had been coming down the mountain all evening, lashed onto the backs of mules. They came lying belly-down across the wooden pack-saddles, their heads hanging down on the left side of the mule, their stiffened legs sticking out awkwardly from the other side, bobbing up and down as the mule walked.

The Italian mule-skinners were afraid to walk beside dead men, so Americans had to lead the mules down that night. Even the Americans were reluctant to unlash and lift off the bodies at the bottom, so an officer had to do it himself, and ask others to help.

The first one came early in the morning. They slid him down from the mule and stood him on his feet for a moment, while they got a new grip. In the half light he might have been merely a sick man standing there, leaning on the others. Then they laid him on the ground in the shadow of the low stone wall alongside the road.

I don't know who that first one was. You feel small in the presence of dead men, and ashamed at being alive, and you don't ask silly questions.

We left him there beside the road, that first one, and we all went back into the cowshed and sat on water cans or lay on the straw, waiting for the next batch of mules.

Somebody said the dead soldier had been dead for four days, and then nobody said anything more about it. We talked soldier talk for an hour or more. The dead man lay all alone outside in the shadow of the low stone wall.

Then a soldier came into the cowshed and said there were some more bodies outside. We went out into the road. Four mules stood there, in the moonlight, in the road where the trail came down off the mountain. The soldiers who led them stood there waiting. "This

one is Captain Waskow," one of them said quietly.

Two men unlashed his body from the mule and lifted it off and laid it in the shadow beside the low stone wall. Other men took the other bodies off. Finally there were five lying end to end in a long row, alongside the road. You don't cover up dead men in the combat zone. They just lie there in the shadows until somebody else comes after them.

The unburdened mules moved off to their olive orchard. The men in the road seemed reluctant to leave. They stood around, and gradually one by one I could sense them moving close to Capt. Waskow's body. Not so much to look, I think, as to say something in finality to him, and to themselves. I stood close by and I could hear.

One soldier came and looked down, and he said out loud, "God damn it." That's all he said, and then he walked away. Another one came. He said, "God damn it to hell anyway." He looked down for a few last moments, and then he turned and left.

Another man came; I think he was an officer. It was hard to tell officers from men in the half light, for all were bearded and grimy dirty. The man looked down into the dead captain's face, and then he spoke directly to him, as though he were alive. He said: "I'm sorry, old man."

Then a soldier came and stood beside the officer, and bent over, and he too spoke to his dead captain, not in a whisper but awfully tenderly, and he said:

"I sure am sorry, sir."

Then the first man squatted down, and he reached down and took the dead hand, and he sat there for a full five minutes, holding the dead hand in his own and looking intently into the dead face, and he never uttered a sound all the time he sat there.

And finally he put the hand down, and then reached up and gently straightened the points of the captain's shirt collar, and then he sort of rearranged the tattered edges of his uniform around the wound. And then he got up and walked away down the road in the moonlight, all alone.

After that the rest of us went back into the cowshed, leaving the five dead men lying in a line, end to end, in the shadow of the low stone wall. We lay down on the straw in the cowshed, and pretty soon we were all asleep.

About Ernie Pyle

Indiana native Ernie Pyle was one of World War II's most famous reporters, in an era when journalists covering combat were as celebrated as movie stars. One of his best-known dispatches concerned the death of Captain Henry T. Waskow on December 14, 1943, during the Battle of San Pietro Infine in Italy. The officer was twenty-five years old.

Pyle himself would live only sixteen months after the death of the “beloved” Capt. Waskow. On April 18, 1945, the forty-four-year-old journalist was traveling in a Jeep with Colonel Joseph B. Coolidge and other soldiers on Ie Shima, a small island near Okinawa, when a burst of machine-gun fire strafed the procession of vehicles. When the barrage of bullets finally stopped, Pyle asked Coolidge, “Are you all right?” before the sniper fire started up again, killing the reporter instantly. Hours after the tragedy, a “visibly shaken” Coolidge tearfully told a New York Times reporter, “I was so impressed with Pyle's coolness, calmness and his deep interest in enlisted men. They have lost their best friend.”

The Death of the Ball Turret Gunner

By Randall Jarrell

From my mother's sleep I fell into the State,
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from its dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.

"A ball turret was a Plexiglas sphere set into the belly of a B-17 or B-24, and inhabited by two .50 caliber machine-guns and one man, a short small man. When this gunner tracked with his machine guns a fighter attacking his bomber from below, he revolved with the turret; hunched upside-down in his little sphere, he looked like the foetus in the womb. The fighters which attacked him were armed with cannon firing explosive shells. The hose was a steam hose." -- Jarrell's note.

The poem was published in 1945.