

Welcome!
Thank you for joining the webinar

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

The session will begin shortly.

Hawaii Department of Education
Office of Curriculum, Instruction and Student Support



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Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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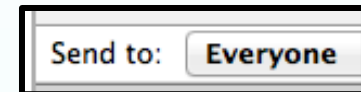


Webinar reminders

- Close all other applications on your computer.

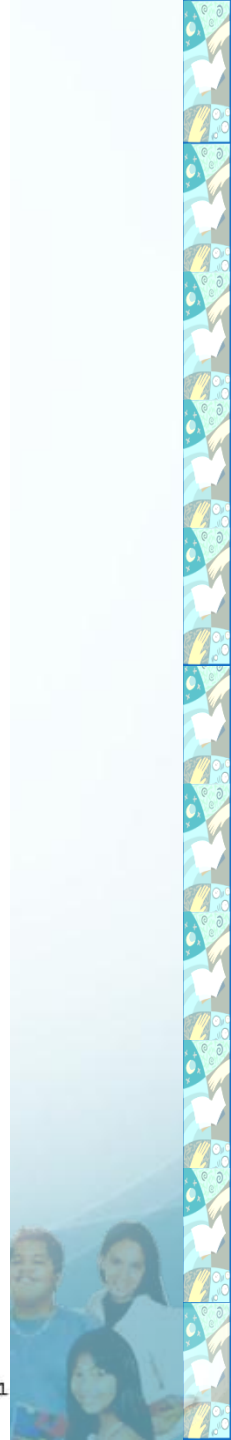
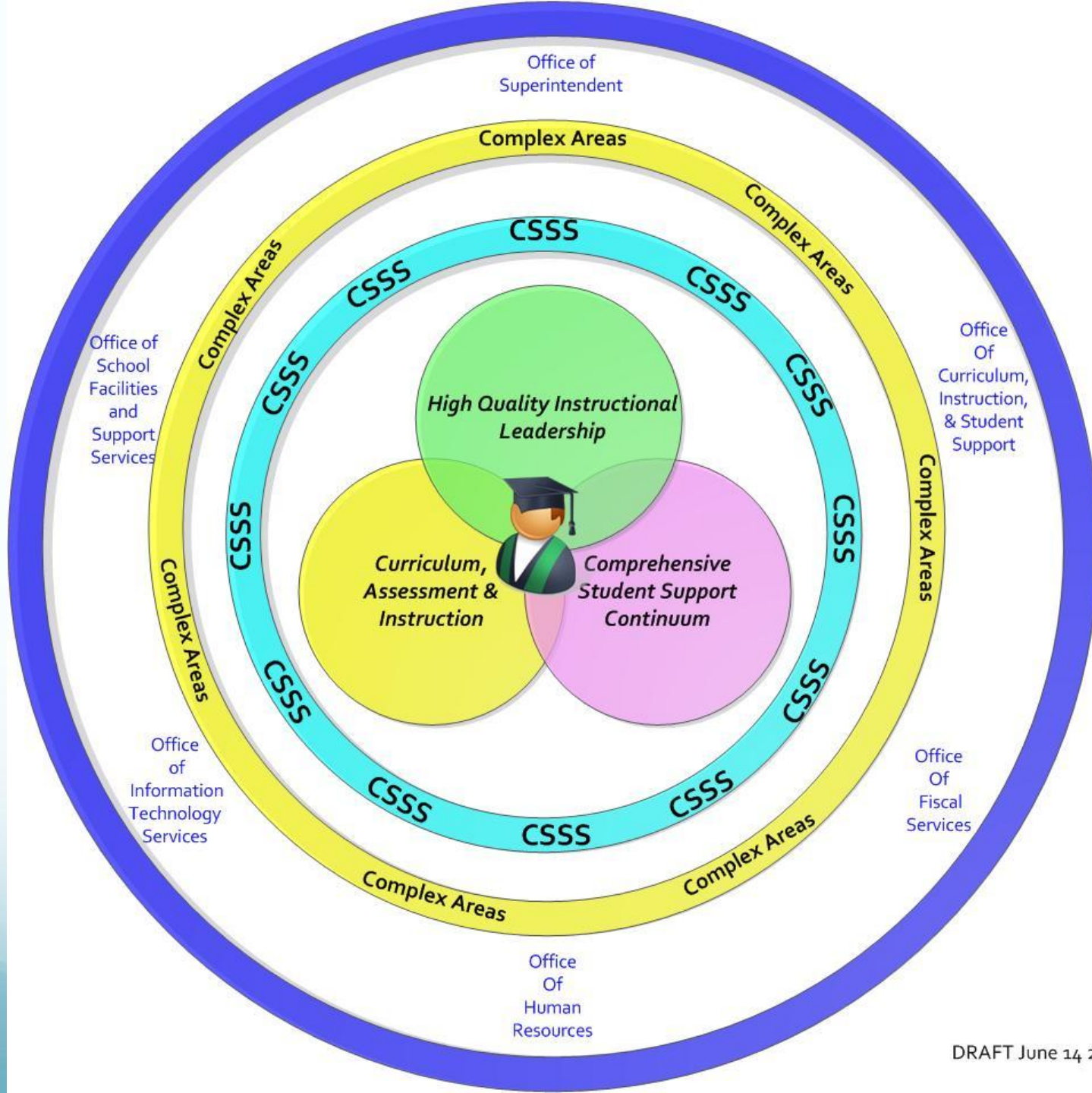


- Please make sure to mute your microphones and keep them muted unless otherwise instructed.



- Please ask all questions through the chat box.
- Make sure your chat box is set for “everyone.”
- Questions will be addressed during Q & A.
- This session is being recorded.





Hawaii DOE's Strategic Plan

July 1, 2011- June 30, 2018

Assure all students are college and career ready through effective use of standards-based education

Ensure and sustain a rich environment and culture for life long learning

Continuously improve the effectiveness, efficiency and responsiveness of the educational system

GP # 1 Assessment of and for learning drives instruction

GP # 2 Evidence-based instructional strategies

GP # 4 Instructional leadership and professional learning

GP # 6 School, home, and community partnerships

GP # 3 Aligned policies and resources across school, complex area, and state levels

GP # 5 Accountability



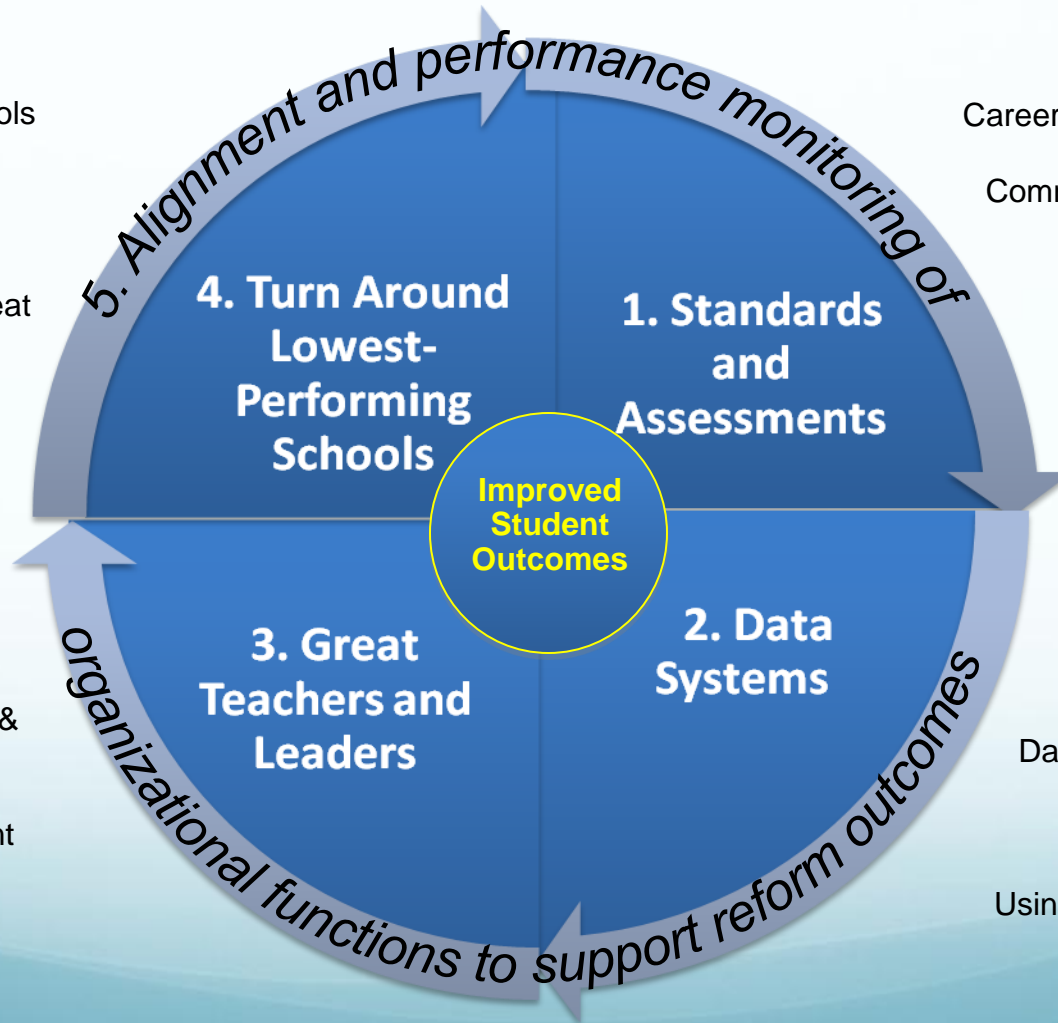
Hawaii's Five RTTT Pillars

Systems of Support to enable schools to do their best work – reprioritize and reorganize State resources; establish Human Resources Unit in Zones of School Innovation; automate

Focused support on lowest-performing schools

- Zones of School Innovation
- Flexibility
- Great teachers and great leaders
- Remove barriers to learning

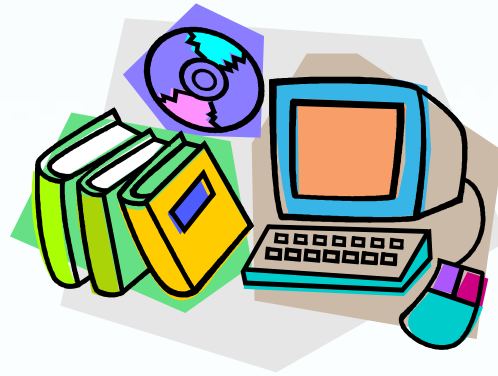
Performance-based evaluation system
New Teacher Induction & Mentoring
Incentives
Leadership development
Alternative pathways



Common Core Standards
Career & College Ready Diploma
Curriculum Framework
Common Instructional Materials
Formative Assessments
Interim Assessments
Summative Assessments
STEM

Data for School Improvement
Longitudinal Data System
Balanced Scorecard
Data Governance
Using data to inform instruction





Common Core State Standards

Literacy in History/Social Studies,
Science, and Technical Subjects



Overview of Webinar

- Purpose of Common Core State Standards for Literacy
- Overview of Literacy Standards in content areas
- Alignment among content areas
- Suggested activities



Essential Questions

- What are the Common Core Literacy Standards?



- As a “content area” teacher, what are my responsibilities?



Common Core State Standards in ELA and Literacy in Content Areas

- Take a comprehensive approach to literacy instruction
- Emphasize reading and writing in core subject areas
- Include rigorous informational texts that build knowledge and broaden worldviews
- Prepare K-12 students to be proficient readers of complex text
- Prepare K-12 students for college and the world of work



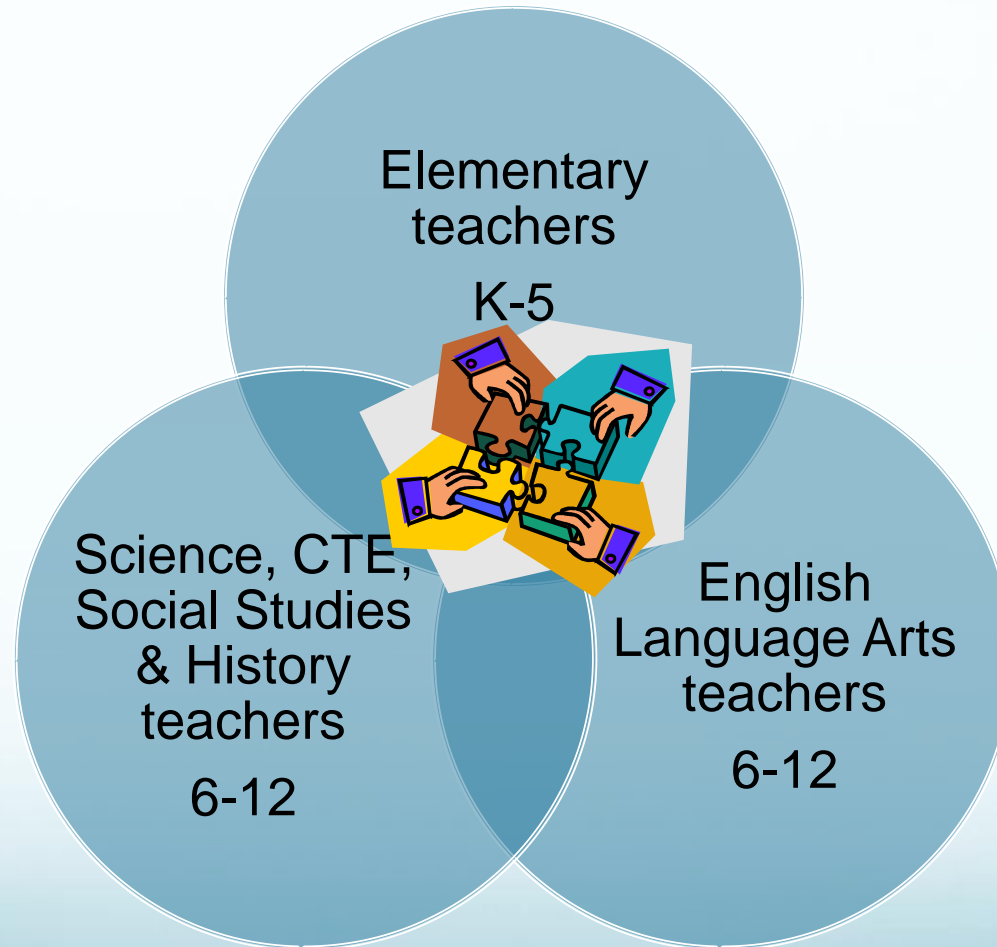
Literacy Standards

- “...are not meant to replace content standards in [history/social studies, science, and technical subjects] but rather to supplement them.”
- “...insist that instruction in reading, writing, speaking and listening, and language be a shared responsibility within the school.”
- “...provide a vision of what it means to be a literate person in the twenty-first century.”

CCSS Introduction, page 3-4



Who is Responsible?



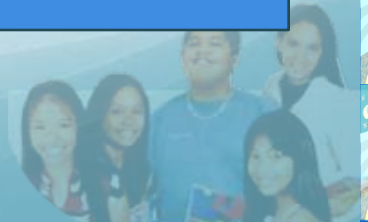
CCSS - Anchor Standards

Overarching standards for reading and writing that are further defined by grade-specific standards.



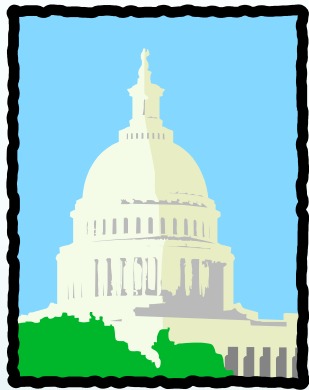
Grade-Level Standards in English Language Arts

- Four strands:
 - *Reading,*
 - *Writing,*
 - *Speaking and Listening,* and
 - *Language*
- K-8, grade-by-grade
- 9-10 and 11-12 grade level bands



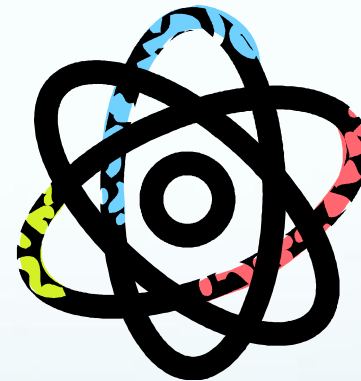
Literacy Standards in History/Social Studies, Science, and Technical Subjects

- Two Strands:
 - Reading
 - Writing
- Content-specific literacy standards in grade bands:



History/Social Studies

- 6-8
- 9-10
- 11-12



Science and Technical



<http://www.corestandards.org/>

Read the Common Core State Standards



English Language Arts
Standards



Mathematics Standards

Download the Standards:



Introduction to the Common Core State Standards



Application of the Standards for English Language Learners



Application to Students with Disabilities



Common Core State Standards for English Language Arts & Literacy in History/Social
Studies, Science, & Technical Subjects



English Language Arts Appendix A

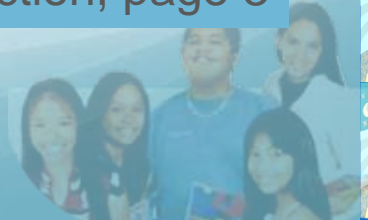


English Language Arts Appendix B

Common Core State Standards

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their **content area expertise** to help students meet the particular **challenges of reading and writing, in their respective fields.**”

CCSS Introduction, page 3



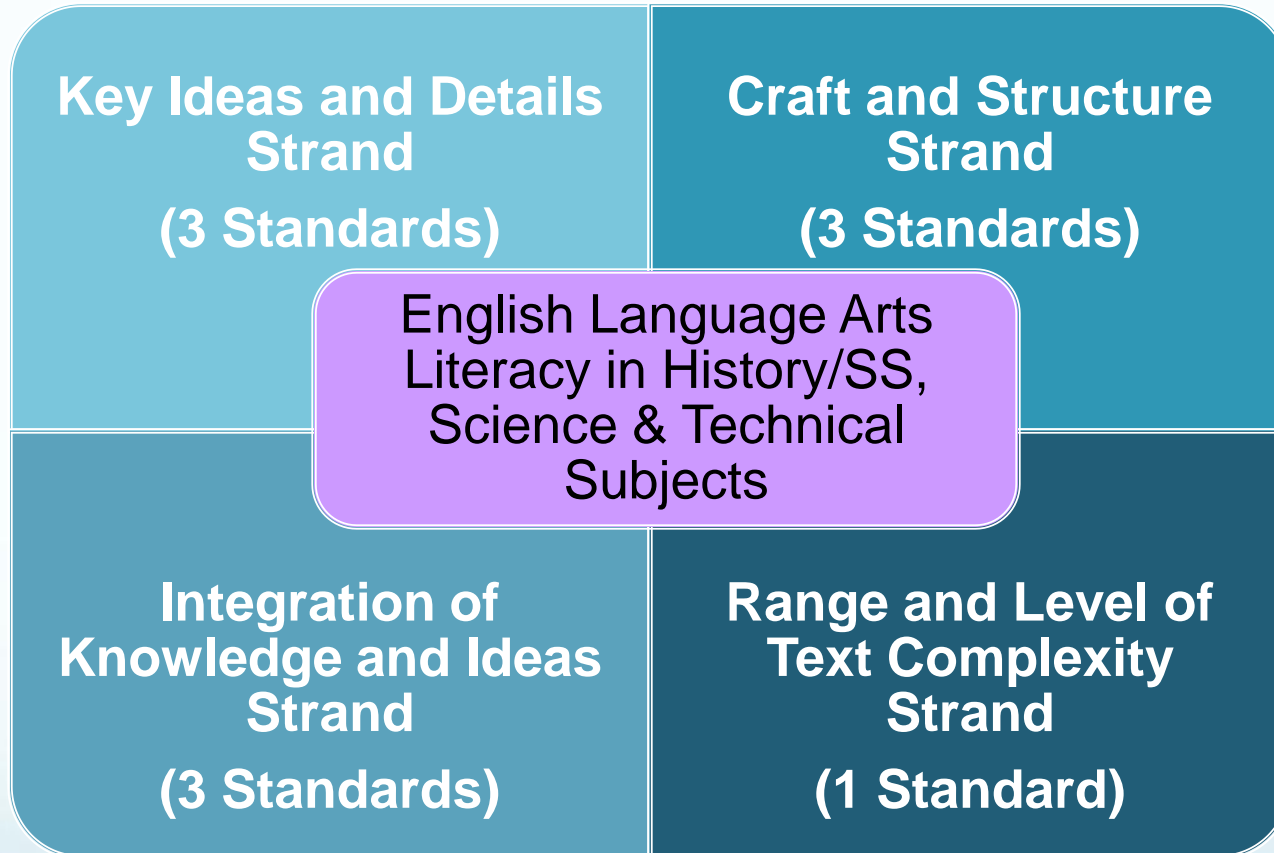
College & Career Reading

- Requires that students can demonstrate:
 - Knowledge of the **kinds of evidence** used in history or science
 - An understanding of **domain-specific** words & phrases
 - Attention to **precise details**
 - Capacity to **evaluate, synthesize, follow detailed descriptions**



Anchor Standards in Reading

4 Strands/10 Standards (K-12)



10 Anchor Standards for Reading (K-12)

Key Ideas and Details Strand

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



10 Anchor Standards for Reading (K-12)

Craft and Structure Strand

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.



10 Anchor Standards for Reading (K-12)

Integration of Knowledge and Ideas Strand

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approach the authors take.



10 Anchor Standards for Reading (K-12)

Range of Reading and Level of Text Complexity Strand

10. Read and comprehend complex literary and informational texts independently and proficiently.



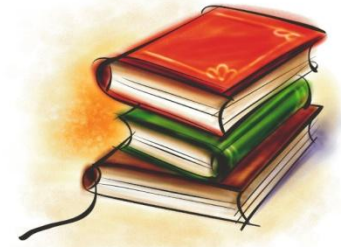
A big shift in CCSS: Text Complexity

Anchor Standard 10

- **College text complexity** remained the same or **increased** over last 50 years.
- **High school texts** have **trended downward** in complexity; more **scaffolding provided**
- Only 7-15% of reading in K-12 is **expository**, but **college and career demand the reverse**
- College students expected to read with **independence**, are held more accountable



Text Complexity



“There may one day be modes and methods of information delivery that are as efficient and powerful as text, but for now there is no contest. To grow, our students must read lots, and more specifically they must read lots of ‘complex’ texts – texts that offer them new language, new knowledge and new modes of thought.”

M.J. Adams 2009, CCSS Appendix A



Reading Standards Across the Content Areas

Anchor Standard in Reading (Key Ideas and Details Strand)	ELA Informational Literacy Standard	History/Social Studies Literacy Standard	Science and Technical Subjects Literacy Standard
<p>1. <u>Read closely</u> to determine what the text says explicitly and to make logical inferences from it; <u>cite specific textual evidence</u> when writing or speaking to support conclusions drawn from it.</p>	<p>1. <u>Cite</u> strong and thorough <u>textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text (grades 9-10)</p>	<p>1. <u>Cite specific textual evidence</u> to support analysis of <u>primary and secondary sources</u>, attending to such features as the date and origin of the information (grades 9-10)</p>	<p>1. <u>Cite specific textual evidence</u> to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (grades 9-10)</p>

This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.



Reading

- What do the literacy standards for reading expect students to do at your **grade level** in your **content area**?
- How much independent reading of complex texts do you already ask students to do in your classes?

Common Core State Standards **page 59 - 62**



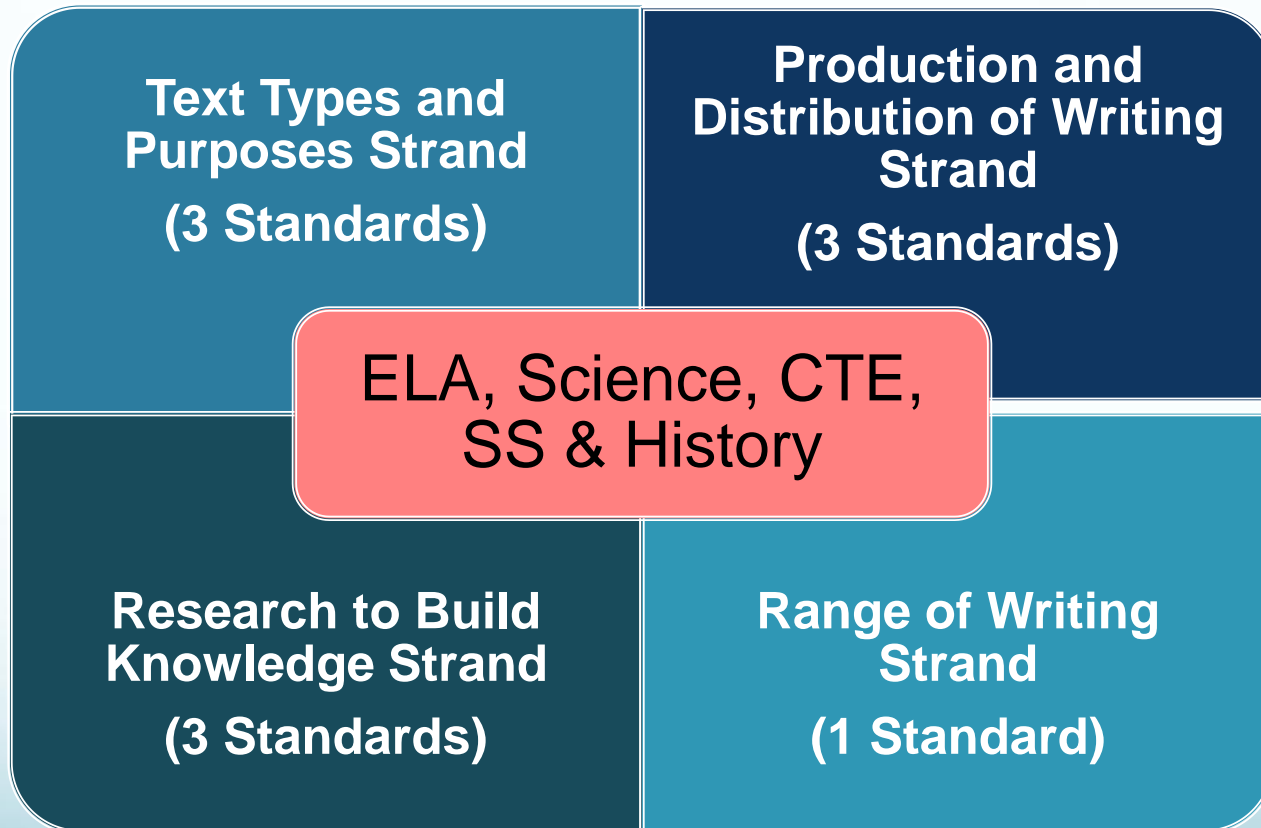
College and Career Writing

- Requires that students can:
 - Take **task, purpose and audience** into consideration
 - Be **deliberate** in choosing words, information, structures, and formats
 - Use **technology** strategically
 - **Gather and evaluate** information, and cite sources
 - Produce **high-quality first drafts** under deadline and revise when time permits



Anchor Standards in Writing

4 Strands/10 Standards (K-12)



10 Anchor Standards for Writing (K-12)

Text Types and Purposes Strand

1. **Write arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. **Write informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. **Write narratives*** to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.



10 Anchor Standards for Writing (K-12)

Production and Distribution of Writing Strand

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



10 Anchor Standards for Writing (K-12)

Research to Build and Present Knowledge Strand

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



10 Anchor Standards for Writing (K-12)

Range of Writing Strand

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



Important Note

- To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.



Writing Standards Across the Content Areas

Anchor Standard for Writing (Text Types and Purposes Strand)

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

ELA Writing Standard

1. Write arguments to support claims with clear reasons and relevant evidence (grade 8)

History/Social Studies, Science and Technical Subjects Writing Standard

1. Write arguments focused on *discipline-specific content* (grade band 6 – 8)

Each discipline should teach the norms and conventions of claims, evidence, style and tone of that content



This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.



<http://www.corestandards.org/>

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English Language Arts
Standards



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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects



English Language Arts Appendix A



English Language Arts Appendix B

Writing

- What do the literacy standards for writing expect students to do at your **grade level** in your **content area**?
- How much writing do you already expect students to do in your courses?

Common Core State Standards **page 63 - 65**



How can I teach reading and writing?

I have to teach science!

Auto, Food, Ag Tech, Ceramics, Business...



Writing Standard 9

- “Draw evidence from literary or informational texts to support analysis, reflection and research.”
- This is one of the major shifts in the CCSS and is referred to as “writing to sources.”
- This standard is the same in:
 - Anchor Standards for writing
 - English Language Arts writing standards
 - History/Social Studies, Science and Technical Subjects writing standards



Important Research

Carnegie Corporation's report *Writing to Read* (2010) provides evidence that supports:

1. Writing about material students read **enhances their reading comprehension.**
2. Teaching writing **strengthens students' reading skills.**
3. **Increasing** how much students write **improves how well they read.**



Writing to Learn

Writing facilitates learning by helping students explore, clarify, and think deeply about the ideas and concepts they encounter while reading.

Writing about ideas and concepts encountered in texts will improve students' acquisition of content more than simply reading without writing.

Vacca & Vacca, 2002



Writing to Learn vs. Learning to Write Characteristics

Writing to Learn

- short
- spontaneous
- exploratory
- informal
- personal
- one draft
- unedited
- ungraded



Public Writing

- substantial
- planned
- authoritative
- conventional
- audience-centered
- drafted
- edited
- assessable

Writing to Learn vs. Learning to Write Product Types

Writing to Learn

- notes
- brainstorming
- pro-con lists
- sketches
- diagrams
- concept maps
- response logs
- free writes



Public Writing

- research papers
- lab reports
- literary criticism
- essays
- speeches
- editorials
- historical accounts
- legal analyses
- articles

Quick and Informal

#1. Writing Break

Decide when students will stop and write for 3-5 minutes.

- after 10 – 12 minutes of lecture
- to explain a diagram or chart
- at significant intervals during a film

Stop and give a prompt:

What makes sense so far? Explain what you've learned.

What questions do you have?

What are you thinking right now?

Explain what the information on the graph shows.



Quick & Informal

#2 Drawing and Illustrating

Ask students to stop and make a quick sketch, diagram, graphic organizer, or symbolic representation of content such as:

historical or literary events,
steps in a science experiment,
characteristics of a concept, etc.

Marzano: Classroom Instruction That Works: “Non-linguistic representations, by definition, elaborate on knowledge.”



Quick and Informal



#3 Entrance/Exit Passes

Explain the three most important ideas from yesterday's/today's readings.

Pick one problem on page x and describe the process you undertook to solve it.

Explain how one of the chemical reactions we have studied happens in your home every day.

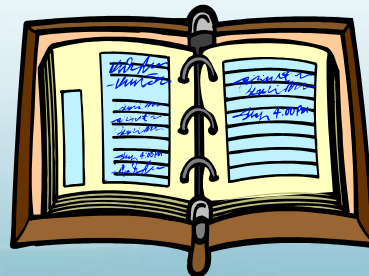


Extended Write to Learn Activities

#1 Double-Entry Journals

Two kinds of thinking, side-by-side

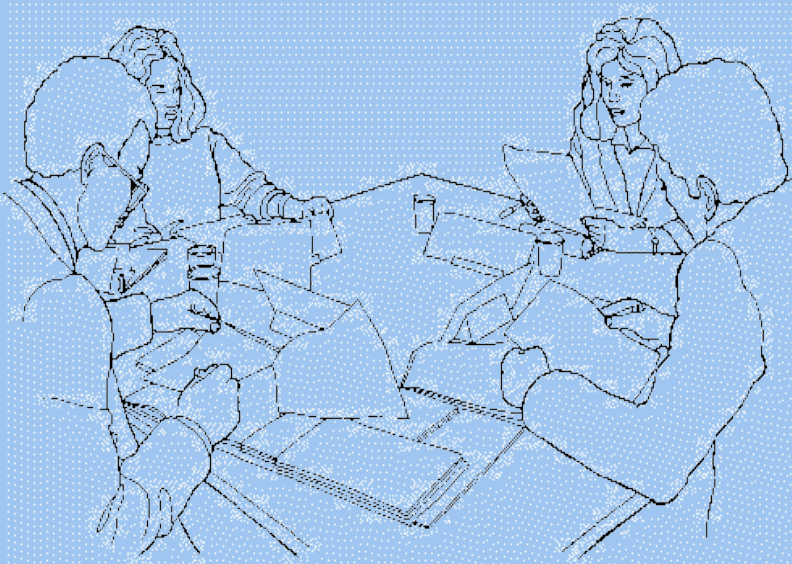
Notes	Response/Reflection
<ul style="list-style-type: none">• Computations	<ul style="list-style-type: none">• Explanation of thinking
<ul style="list-style-type: none">• Problem	<ul style="list-style-type: none">• Solution
<ul style="list-style-type: none">• Quote from Text	<ul style="list-style-type: none">• Explanation of importance
<ul style="list-style-type: none">• Quote from Text	<ul style="list-style-type: none">• Relation to previous unit
<ul style="list-style-type: none">• Observations/Data	<ul style="list-style-type: none">• Inferences
<ul style="list-style-type: none">• Words	<ul style="list-style-type: none">• Images



Extended Write-to-Learn Activities

#2 Conversation in Writing

Silent Discussion



1. Each member of a group begins a piece of writing – to a prompt or an important concept from class
2. After several minutes of writing, students pass their papers to another member who responds to his classmate's writing by adding, clarifying, questioning...
3. Repeat until paper returns to original owner
4. Read, rewrite and/or discuss



Extended Write-to-Learn Activities

RAFTS

Role

Audience

Format

Topic

Strong Verb



RAFTS Assignment

- **Role:** Dr. Science, a Q & A person for a science magazine.
- **Audience:** Readers who have science questions
- **Format:** “Dear Dr. Science” letters
- **Topic:** “Settle an argument with my girlfriend about a baseball’s velocity vs. acceleration in a pop-up fly.”
- **Strong verb:** Please clarify the difference

Bean, John, 79



Why Write To Learn is So Powerful

Research from every branch of learning science concurs: learners must *act* on information in order to *understand, remember, and use* it.

(Hyde, 2006)



Write to Learn Activities

help teachers because:

“....students’ errors, mistakes and misunderstandings can give us valuable insights into their thinking processes and provide **clues about how to redesign and sequence instruction.**” (formative instruction)

(Bean, p81)



In Conclusion:

What Literacy Standards mean for you

- The CCSS in Literacy make it clear that:
 - literacy is the responsibility of all content areas.
 - Students need to read and write in all content areas, and
 - They need to read and write A LOT more in every class they are enrolled in
 - The coherent design of the literacy standards supports collaboration among content areas.



Resource List

- Bean, John C.. *Engaging ideas: the professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass, 1996. Print.
- Daniels, Harvey, Steven Zemelman, and Nancy Steineke. *Content Area Writing*. Portsmouth: Heinemann, 2007. Print.
- Marzano, Robert J., Debra Pickering, and Jane E. Pollock. *Classroom instruction that works: research-based strategies for increasing student achievement*. New York: Association for Supervision and Curriculum Development, 2001. Print.
- Wormeli, Rick. *Metaphors & analogies: power tools for teaching any subject*. York: Stenhouse Publishers, 2009. Print.



Any Questions?



Thank you for joining us!

- A recording of this webinar will be posted on the Standards Toolkit website.
- If there are any additional questions, please e-mail:
 - Dewey Gottlieb, Mathematics Specialist
 - Monica Mann, Acting Administrator
 - Petra Schatz, Language Arts Specialist, or
 - Derrick Tsuruda, Science Specialist

