



# Thurgood Marshall College Fund

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# Your expectations of students

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- Develop written and oral competencies
- Use complex texts
- Use evidence from a text
- Incorporate the use of text sets
- Provide focus questions
- Hold high expectations for all students
- Increase content knowledge
- Assess knowledge





# Implementation at the classroom level

Visit <http://today.io/15fwq> to share your thoughts on:

*“Which CCSS Literacy Shift do you feel you will use most in your classroom? What will it look like?”*

## The Three CCSS Literacy Shifts

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction



# Where are we?

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Let's look at people's responses in the Today's Meet...

Do you feel there is a trend?

What do you feel are the barriers to using the CCSS in higher ed?



# Let's Talk About Best Practices for CCSS Implementation

1. Introduce the standards to your students
2. Introduce the Shifts
3. Use text as often as possible to teach content
4. Provide examples and non-examples of text-dependent questions
5. Embed and identify scaffolding strategies



# Focus on the Most Important Lever -

## Text Complexity

- Why: *by choosing an appropriately complex text, you can model the shifts for your students.*
- Practice: Using the “Students with Disabilities” text,  
determine the text complexity
  - Use ATOS to determine **quantitative**
  - Use rubric to determine **qualitative**



The Common Core Standards'  
Model of Text Complexity

# Next steps: Reader and Task

- Why: *Text-dependent questions are imperative to making a text impactful for teaching content*
- Practice: Use a highlighter or pen to annotate on the “Creating Questions for Close Analytic Reading” article

## 3 strategies you might be already using:

1. Types of annotations
2. Phrase, then word
3. Overall summary

Also available - “Checklist for

Evaluating Question Quality”



# Let's Practice: Reader and Task

Using the Short Guide or the Checklist, evaluate the following questions on if they are “text-dependent”:

1. What are the CCSS?
2. How does the author feel about students with disabilities?
3. What does the term heterogeneous mean?
4. Write a letter to your senator arguing for or against the CCSS.



# Teaching **Your** Content using the CCSS

## The Three CCSS Literacy Shifts

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## Action Steps for Creating the Lesson

- Focus on your standard (or topic)
- Select an appropriately complex text
- Scaffold your questions and tasks

On the sticky note, brainstorm the content **TOPICS** that you might teach using a complex text



# An example

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*A professor is preparing a lesson on how to teach vocabulary. The professor has chosen the following article to teach the historical background of vocabulary.*

**What is your advice on how to proceed?**



# Final questions and discussion

