# Thurgood Marshall College Fund
# Teacher Quality & Retention Program
# CCSS Training #2

Facilitators: Joanna Schimizzi & Hallie Hundemer-Booth

# Introductions

- Hallie Booth
  - Kentucky Department of Ed
  - Literacy Specialist - Math, Sci, ELA
  - @alwaysreach1

- Joanna Schimizzi
  - Charlotte-Mecklenburg Schools
  - Biology Teacher
  - @mrs_schimizzi

# "What does a CCSS-aligned classroom look like?

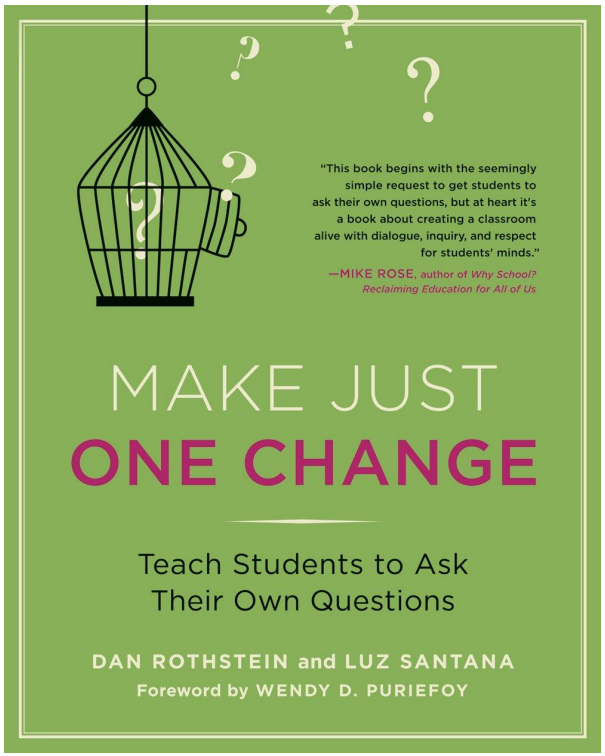

- The most commonly asked question by teachers
- Why ask this question? *(small round table discussion)*
  - Include references to short pre-reading article by NPR
- What other questions do we need to ask? *(small group brainstorm)*
  - *(share out via Today's Meet)*

# Question Formulation Technique

1. Design a question focus. **(What is a CCSS-aligned lesson?)**

2. Produce questions. **(You did this)**

3. Work with closed-ended and open-ended questions. **(ID each of your questions as open-ended or close-ended.)**

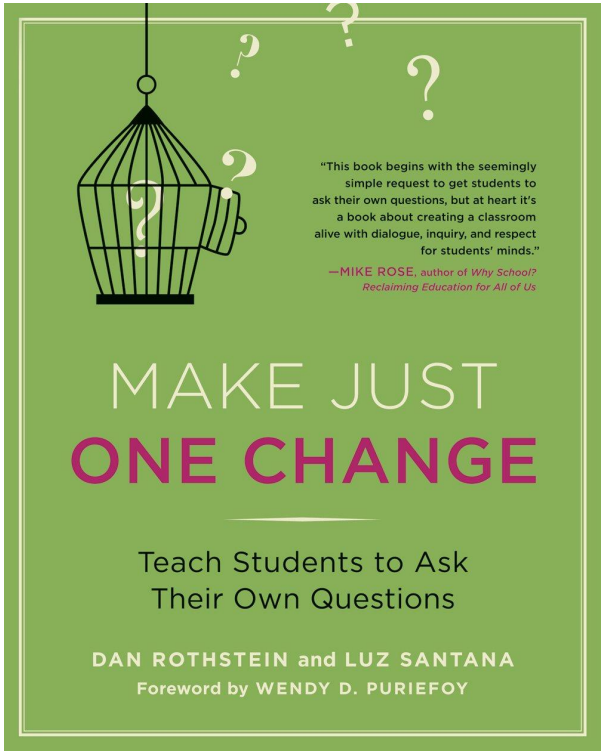


# Questions Formulation Technique

4. Prioritize questions. **(Focus in on supporting teachers)**

5. Plan next steps.

6. Reflect



# Shifts and Complexity

- **Regular practice with <u>complex texts</u> and their academic language**
- **Reading, writing, and speaking <u>grounded in evidence from texts</u>, both literary and informational**
- **<u>Building knowledge</u> through content-rich nonfiction**

# Text Complexity

- What do we mean by text complexity?

Text Complexity is

- *"The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations."*

*CCSS Appendix A*

- There is **no exact science** for determining the complexity of a text. Nor is there a **single source of information** that can **accurately summarize** the complexity of a text. Teachers need to use their **professional judgment** as they take into consideration a range of factors.

# Common Core Model of Text Complexity


Adapted from Appendix A of The CCSS for Literacy and English Language Arts

# Quantitative Measures

The quantitative measures provide a very useful guide in determining the complexity of texts. They are, however, not sufficient when used in isolation. Most publishers give **grade band** equivalents, or **Lexile** levels, for their texts. A book with a Lexile of 1200 will be considerably more complex than one with a 770 Lexile. The quantitative measure indicates how complex a text is, but does not explain the nature of the complexity. Quantitative measures are determined using readability formulas

# Readability Formulas

- There are five readability formulas that are commonly used to measure the complexity of texts. While all can be calculated manually, there are **computer programs that calculate readability** when you paste in a section of 100-200 words. For instance, **lexile.com,** offers a free readability analysis using the Lexile framework, and provides results that are aligned to the Common Core State Standards. Other commonly used readability formulas include:
- *The Flesch Reading Ease Readability Formula* and the *The Flesch-Kincaid Grade Level Readability Formula* calculate difficulty using sentence length and number of syllables per word.
- *Gunning's Fog Index (or FOG) Readability Formula* uses sentence length and percentage of Foggy words (words with three or more syllables).
- *The Dale-Chall Readability Formula* uses sentence length and percentage of difficult words (words that do not appear on the familiar word list).

# Let's Try One

- Chose a reading selection on a topic that is within your content area.

- Click on the link below: ATOS it's **free** and **easy**

https://www.renaissance.com/Products/Accelerated-Reader/ATOS/ATOS-Analyzer-for-Text

How complex was your selection???

# Qualitative factors for describing complexity

- Qualitative measures of text complexity provide valuable information when making decisions about the complexity of the text and how it could best be used with students. The Common Core State Standards identify a range of qualitative factors that interact to contribute to the overall complexity. Rubrics have been developed for both literary and informational texts that include descriptors for:
  - **layout;**
  - **purpose and meaning;**
  - **text structure;**
  - **language features;**
  - **knowledge demands.**

# What about the reader and the task?

- Teachers will need to use their professional judgment when making decisions about what texts to use and how they should be used. This professional judgment is dependent on the teachers':
- knowledge of their students as readers;
- understanding of the complexity of the texts;
- ability to use a range of instructional approaches flexibly.

# Examples

- Look at the text provided the annotations and scoring:
  - In your table groups  determine one “key” statement you could make about the relationship between the piece and its score to show your understanding of what you are looking for in determining text complexity
  - Share with the group with the like card

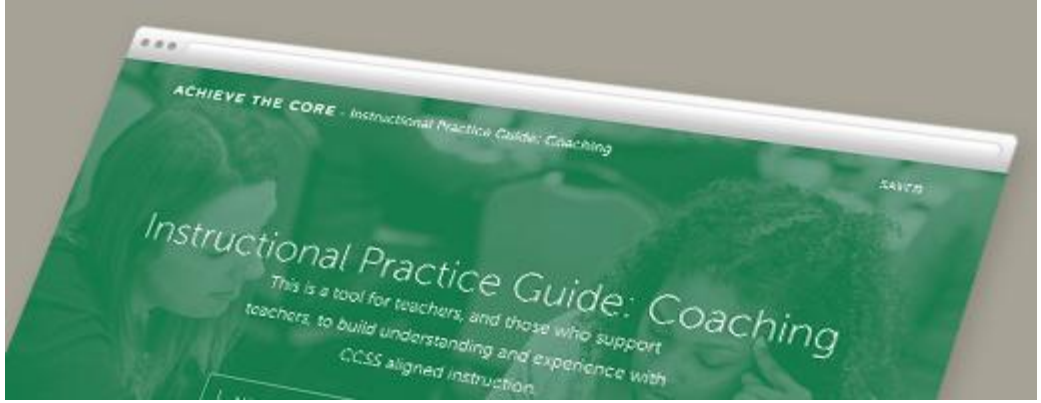
# Key Points

- This means teachers need to be familiar with the level of complexity expected at the grade levels they teach and how these compare to the complexity of the texts they use in their classes
- The more complex the text, the more support students will need.
- Reading complex texts requires students to actively engage with texts as they make meaning. This requires commitment and risk taking on the part of the reader.

# Support, Support, Support

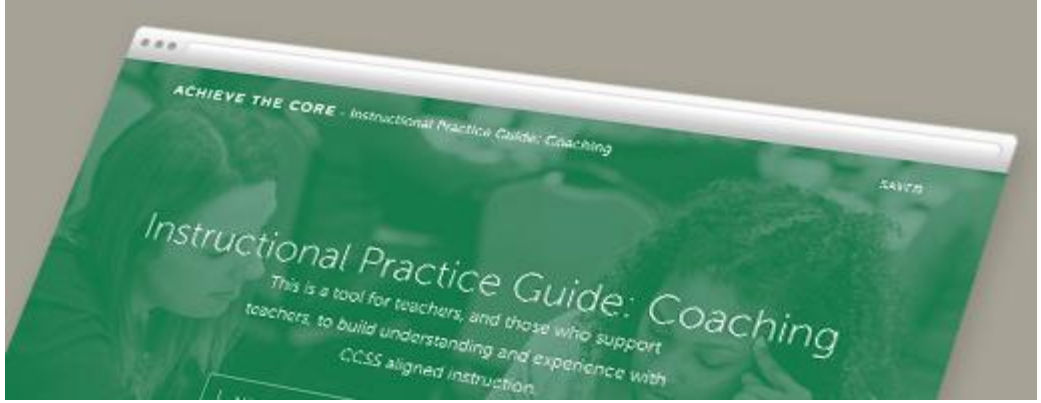
By using a rubric it is easy to see where the complexity of the text lies. If teachers know what aspects of the text are likely to be challenging for students, they can make decisions about the suitability of a text and what strategies or supports students may need to read it successfully.

# Instructional Practice Guides




- Based on the shifts
- Have clear indicators for teacher and student actions
- Non-evaluative
- Growth-based
- Most effective in collaborative planning, reflection cycle

# Explore an IPG




- Find the **Shifts** in the IPG
  - Regular practice with complex texts and their academic language
  - Reading, writing, and speaking grounded in evidence from texts, both literary and informational
  - Building knowledge through content-rich nonfiction
- How does the IPG help with the problems of the "Hermione Granger Syndrome"? *(Share out via Today's Meet)*

# What does a literacy lesson look like?

- CCSS.ELA-Literacy. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy. RI2.2 Identify the main topic of a multiparagraph text as well as the focus on the specific paragraphs within the text.
- CCSS.ELA-Literacy. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- CCSS.ELA-Literacy. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY. RI2.6 Identify the main purpose of the text, including what the author wants to answer, explain, or describe.

# Watch an example, fill out the IPG

- Watch ~ 60 minutes of the video - from www.teachingthecore.org
- Note-take on IPGs and sticky notes during video
- Small group debrief (20 mins)
  - Record on chart paper the top 3 indicators you saw
- Whole group debrief of common themes

# Takeaways

- Tweet time
  - Use Twitter to share out
    - one amazing thing you heard today
    - mention at least one other participant in your Tweet
  - Use the #TQRP
  - Reply to one other participant

# Learning Targets

**Based on the video the teacher has chosen the following three learning targets for her student learning outcomes:**

**Classify the learning targets as met or not met during the lesson and what evidence would you use to defend your choice**

- Students will be able to read content rich non-fiction material at the second grade level and above.
- Students will be able to gain facts about Emperor penguins regarding their habitat, food, behavior/ adaptations, and body covering.
- Students will expand their vocabulary by focusing on vocabulary that appears in the text.

# How to Deconstruct: ask yourself

- **What knowledge will students need to demonstrate the intended learning?**
- **What patterns of reasoning will they need to master?**
- **What skills are required, if any?**
- **What product development capabilities must they acquire, if any?**

# Deconstructed Learning Target Form

## Deconstruction- Learning Targets

- What are the **key** words and/or **key** concepts for learning?
- What will students need to **know** or **do** to show mastery?
- What is the **intent** of the performance expectation/learning?

Standard/PE:

| Knowledge | Reasoning *AND* Skill/Performance* | Products |
|---|---|---|
| | | |

# Deconstruction:

**Progression Standard:**

Students will use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties.

**Teacher Friendly Learning Target** (Performance)

"Use senses to observe different earth materials."

**<u>Student Friendly Learning Target</u>**

"I can make observations of rocks, soil, and water with my senses."

# What are Learning Targets?

- Learning targets are short term goals or statements.

- Your learning targets should clearly state what you **expect students to know and be able to do** at the end of the lesson(s).

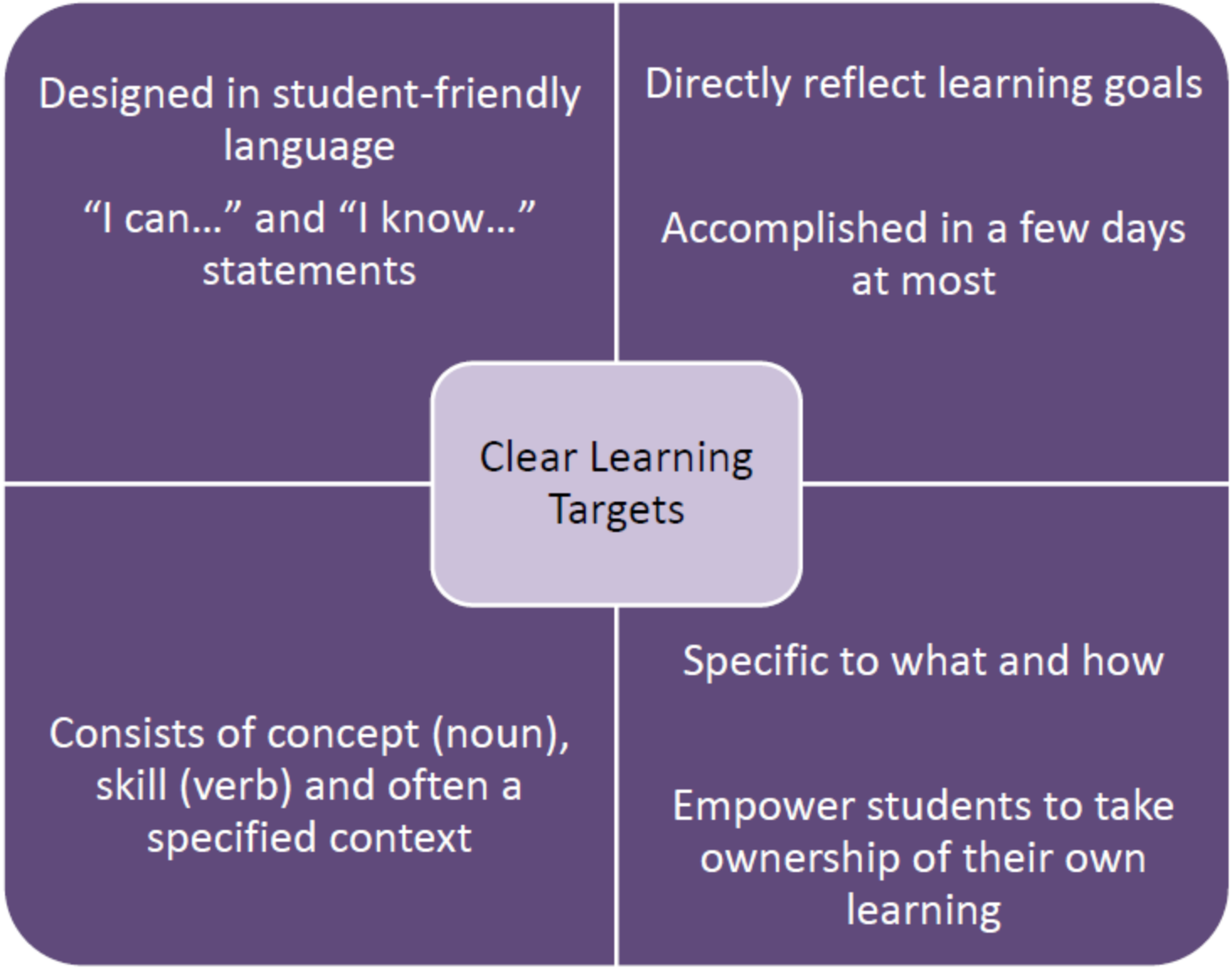
# Intentional Teaching
## *means . .*

**All instruction and classroom activities are aimed at specific learning targets.**

Teacher Benefits of using Learning Targets

- **Know what to assess**
  - –Select appropriate assessments
- **Clarity on what instructional activities to plan**
  - –Intentional teaching
- **Ability to balance "in Depth" with "Coverage"**

- **Know What your assessments reflect at a finer grain**
  - –Reflects exactly what you will teach and students will learn
  - –Able to use assessments to further learning


Designed in student-friendly language
"I can…" and "I know…" statements
Directly reflect learning goals
Accomplished in a few days at most
Clear Learning Targets
Consists of concept (noun), skill (verb) and often a specified context
Specific to what and how
Empower students to take ownership of their own learning

# Clear Learning Targets are:

Specific to what and how

•Usually consist of concept (noun), skill (verb), and often a specified context

Teachable/learnable using a variety of instructional activities, strategies, contexts, and tools.

•One component in a sequence of scaffolded accomplishments—focused on what is to be LEARNED
. . . as opposed to

•A single approach or activity is the only approach possible with the given target; not transferrable to another context

•Only focused on what is to be DONE (activity)

# You be the Judge – Learning Target or Not?

I can identify the protagonist, theme and voice of a piece of literature.

I can flip a coin 100 times to determine the probability of heads.

I can watch a video about the causes of the Civil War.

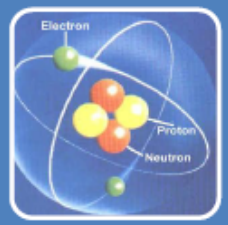
I can use authentic ancient Egyptian techniques to mummify a chicken.

I can describe how materials change when they are heated or cooled.

# Clear Learning Targets Samples

5th Grade Mathematics

- I can describe how regular polygons are different than irregular polygons.




6th Grade Science

- I can describe the impacts of overpopulation of species on individual habitats and ecosystems.

High School English

- I can identify and discuss the importance of symbols of order (rules) in the novel in an expository essay.

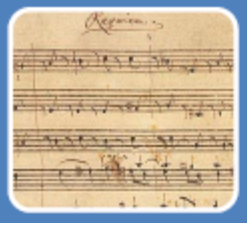
# Clear Learning Targets Samples

## Biology

- I can explain the structure and function of a carbohydrate.


## Spanish I

- I can use standard greetings, farewells and expressions of courtesy in conversations and in writing assignments.



## Vocal Music II

- I know and can use a variety of musical concepts, terms, and vocabulary words both in conversation and in writing.

Read the learning target given to your group.

Discuss and decide if it is:

1. Effective
2. Somewhat effective
3. Ineffective

Review the results and make any changes on your poster paper in a different color

# Aligning your Classroom

**Remembering that the CCSS standards are a guide for the skills that students have, you will need to scaffold to support individual students and support student growth over the year.**

**Instructional Practice Guides**

- 2D - Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.
- 3C - The teacher encourages reasoning and problem solving by posing challenging problems that offer opportunities for productive struggle.
  - Students persevere in solving problems in the face of initial difficulty.

# Your class just finished reading "Little Red Riding Hood"

What questions do you ask?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# Scaffolding Tool

## The Cognitive Rigor Matrix

- **Uses Bloom's Taxonomy which emphasizes the main action of the task**
- **Uses Webb's Depth of Knowledge which emphasizes the complexity of mental processing required**

*Describe* the process of photosynthesis.
*Describe* the effect of limited CO2 on photosynthesis.
*Describe* how the products of photosynthesis can be used as alternatives to fossil fuels.

**Hess' Cognitive Rigor Matrix & Curricular Examples:** Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *M-Sci*

| Revised Bloom's Taxonomy | Webb's DOK Level 1<br>Recall & Reproduction | Webb's DOK Level 2<br>Skills & Concepts | Webb's DOK Level 3<br>Strategic Thinking/ Reasoning | Webb's DOK Level 4<br>Extended Thinking |
|---|---|---|---|---|
| **Remember**<br>Retrieve knowledge from long-term memory, recognize, recall, locate, identify | ○ Recall, observe, & recognize facts, principles, properties<br>○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) | | | |
| **Understand**<br>Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models | ○ Evaluate an expression<br>○ Locate points on a grid or number on number line<br>○ Solve a one-step problem<br>○ Represent math relationships in words, pictures, or symbols<br>○ Read, write, compare decimals in scientific notation | ○ Specify and explain relationships (e.g., non-examples/examples; cause-effect)<br>○ Make and record observations<br>○ Explain steps followed<br>○ Summarize results or concepts<br>○ Make basic inferences or logical predictions from data/observations<br>○ Use models /diagrams to represent or explain mathematical concepts<br>○ Make and explain estimates | ○ Use concepts to solve non-routine problems<br>○ Explain, generalize, or connect ideas using supporting evidence<br>○ Make and justify conjectures<br>○ Explain thinking when more than one response is possible<br>○ Explain phenomena in terms of concepts | ○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts<br>○ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations |
| **Apply**<br>Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task | ○ Follow simple procedures (recipe-type directions)<br>○ Calculate, measure, apply a rule (e.g., rounding)<br>○ Apply algorithm or formula (e.g., area, perimeter)<br>○ Solve linear equations<br>○ Make conversions among representations or numbers, or within and between customary and metric measures | ○ Select a procedure according to criteria and perform it<br>○ Solve routine problem applying multiple concepts or decision points<br>○ Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps<br>○ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table)<br>○ Construct models given criteria | ○ Design investigation for a specific purpose or research question<br>○ Conduct a designed investigation<br>○ Use concepts to solve non-routine problems<br>○ Use & show reasoning, planning, and evidence<br>○ Translate between problem & symbolic notation when not a direct translation | ○ Select or devise approach among many alternatives to solve a problem<br>○ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results |
| **Analyze**<br>Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct | ○ Retrieve information from a table or graph to answer a question<br>○ Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram)<br>○ Identify a pattern/trend | ○ Categorize, classify materials, data, figures based on characteristics<br>○ Organize or order data<br>○ Compare/ contrast figures or data<br>○ Select appropriate graph and organize & display data<br>○ Interpret data from a simple graph<br>○ Extend a pattern | ○ Compare information within or across data sets or texts<br>○ Analyze and draw conclusions from data, citing evidence<br>○ Generalize a pattern<br>○ Interpret data from complex graph<br>○ Analyze similarities/differences between procedures or solutions | ○ Analyze multiple sources of evidence<br>○ analyze complex/abstract themes<br>○ Gather, analyze, and evaluate information |
| **Evaluate**<br>Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique | | | ○ Cite evidence and develop a logical argument for concepts or solutions<br>○ Describe, compare, and contrast solution methods<br>○ Verify reasonableness of results | ○ Gather, analyze, & evaluate information to draw conclusions<br>○ Apply understanding in a novel way, provide argument or justification for the application |
| **Create**<br>Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce | ○ Brainstorm ideas, concepts, or perspectives related to a topic | ○ Generate conjectures or hypotheses based on observations or prior knowledge and experience | ○ Synthesize information within one data set, source, or text<br>○ Formulate an original problem given a situation<br>○ Develop a scientific/mathematical model for a complex situation | ○ Synthesize information across multiple sources or texts<br>○ Design a mathematical model to inform and solve a practical or abstract situation |

# Where does this go on the CRM?

*What is your opinion about the intelligence of the wolf? Use evidence and details from the story.*

# Types of Learning Targets

To build clear learning targets we need to understand that there are actually five kinds of learning targets.

1. **Knowledge-** facts and concepts we want students to know
2. **Reasoning –** use what they know , reason or solve problems
3. **Skills-** use knowledge and reasoning to act skillfully
4. **Products-** use knowledge, reasoning, and skills to create a concrete product

# What Type of Learning Target is it?

- With your Small think tanks categorize the learning targets in the category they belong

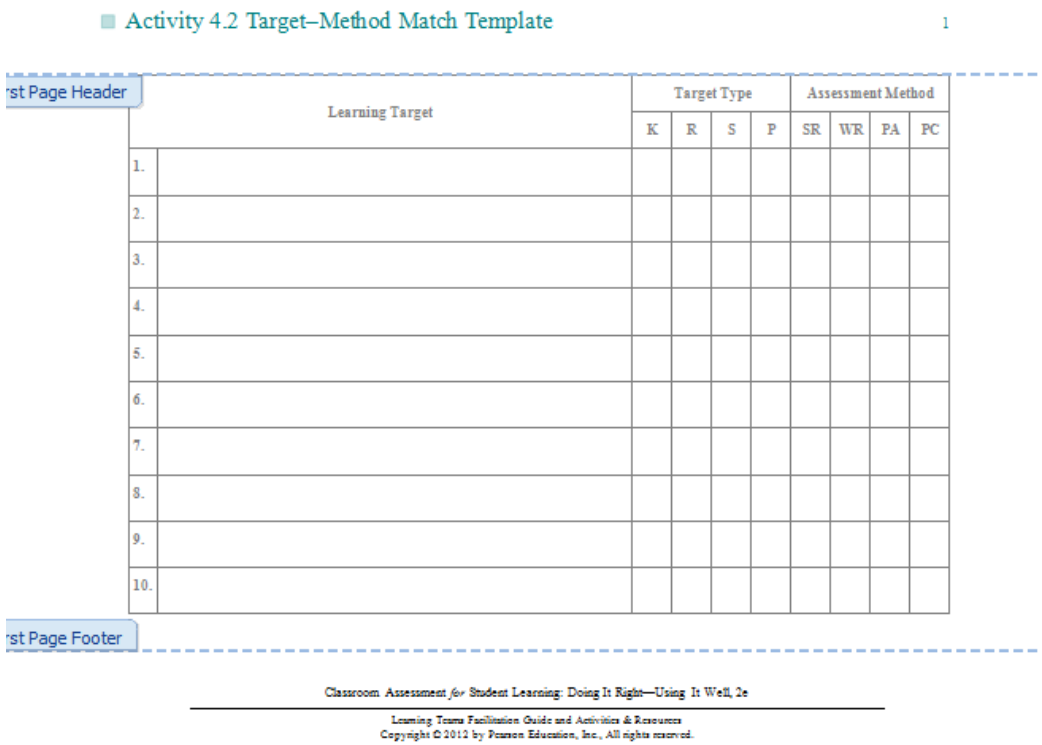
- In your larger group think tanks how does this compare to your findings

# Let's Try Your Own

- With a Standard you are using in your classroom or chose to pick :
  - Deconstruct the standards and create the learning targets (both teacher and student) for that standard (you will be using these for the next assessment discussion)
  - Be sure to use your Blooms/Webb help sheet to assist with wording.
  - Share with your think tank buddy

# Learning Target Match

## Activity 4.2 Target–Method Match Template



Activity 4.2 Target–Method Match Template 1

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| | Learning Target | Target Type | | | | Assessment Method | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | K | R | S | P | SR | WR | PA | PC |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |
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| 9. | | | | | | | | | |
| 10. | | | | | | | | | |

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# Thanks for your work today!

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