**Language Arts/English/Literacy Grades K to 12 Special Education:**

**Implementing the 2010 Iowa Core English/Language Arts/Literacy Standards**



Some ways to use these leveled vetted tools /resources to reach a deep investment and implementation of the Iowa Core ELA are

* In-depth study of a specific shift like a book study
* Confirmation that I/we are on the right track
* Create shift experts to support the teacher leadership grant
* In-house PLC where the staff implement together
* Independent study

**T**his self-guided, or team, driven professional learning series is a tool designed to help classroom teachers facilitate and maintain the implementation of the Iowa Core English/Language Arts/Literacy Standards. The framework levels are organized so that the individual, or team, can progress at their own pace, or revisit prior learnings.

There are three levels within the framework, each of which contains vetted tools/resources aligned to the appropriate phase of implementation described by each level. This is a work in progress that brings together the Core’s synergy. It is not intended to describe everything that needs to be done, or can be done to support student success. Curriculum development remains a local responsibility that capitalizes on teacher collaboration and creativity.

**Put Into Practice**

**Build Readiness**

A short description of each level is provided. Think about what you want to learn about, **CLICK the linked material(s)**, and begin engaging with tools/resources through the corresponding questions. Graphic organizers have been inserted into this document before each step/level to use in processing the content.

Note: Documents housed on the MISIC website will require the user name ( *misic* ) and the password ( *together* ) to access the PDF or Word files.

**Level I – Building Readiness: Knowledge and Understanding**

The first level of the ELA Core implementation in the classroom is building readiness through developing awareness and understanding of the standards. Resources at this level help teachers gain the basic information or foundational knowledge needed for initial classroom implementation. The Iowa Core standards raise expectations for students, rely on strong content knowledge from teachers, and will require a shift in how and when some content is taught. Transitioning to these new standards will no doubt require hard work. These resources are meant to help with implementing the Iowa Core intent.

**The success criteria for level I are:**

* I can confidently navigate the Iowa Core ELA documents.
* I can explain the structure of the standards to a colleague. (I understand the ELA structure has 6 parts: K-5, 6-12 ELA, 6-12 Disciplinary Literacy, Appendix A Text Complexity, Appendix B Reading Exemplars, and Appendix C Writing Exemplars. I understand that there are four K-12 strands and one K-5 strand.)
* I can explain how grade level standards contribute to the post-secondary readiness of students.
* I can consider implications for teaching and student learning.

Use the organizer below for organizing your thoughts while you pace yourself internalizing the information at level 1.1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.1 Understanding the 2010 Iowa Core ELA Standards (Content, and Organization)** | | | | |
|  | **Essential Elements Already in Place That I/We Can Build On** | **What I/We Need To STOP/ OR Change** | **Essential Next Steps for Moving Forward** | **Questions I/We Have**  **OR Help I/We Need** |
| **Content** |  |  |  |  |
| **Instruction** |  |  |  |  |
| **Learning Supports** |  |  |  |  |
| **Assessment** |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| * 1. **Understanding the 2010 Iowa Core ELA/Literacy Standards (Content and Organization)** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these guiding questions as you learn:** |
| **Background** | | |
| Understanding the state leadership *motivatio*n behind writing a new set of standards in ELA and Math   * Fewer * Clearer * Higher   Understanding what the standards themselves do not define:   * All that can and should be taught * Nature of advanced work beyond the core * Student interventions needed for students well below grade level * Support for ELL, Sp. Ed., TAG * Everything needed to be college and career ready | <https://www.youtube.com/watch?v=EBjIC-g5Psk> (5 minute video)  and p. 6  <https://www.educateiowa.gov/documents/iowa-core/2013/12/iowa-core-literacy-dok-doc> | * What were the original ideas behind the development of the standards? |
| Understanding the principles of design used in developing the standards | <http://vimeo.com/76725406>  (8 minute video)  and p. 41 of <http://www.corestandards.org/assets/Appendix_A.pdf> | * What are the principles behind selecting the standards? |
| Defining the connection of the core to *career readiness* | Go to page 2  <http://www.careerreadynow.org/docs/CRPC_4pager.pdf> | * How does the definition relate to all careers? |
| Connecting the core to the broad concepts of what students should be able to do for success in careers *(career ready practices)* | Pages 1-2 <http://www.careertech.org/file_download/9bd9d89e-8e55-4a90-86cc-30bf49a1505f> | * How do the career practices support 21st century learners who are thinkers, collaborators, innovators, and communicators? |
| **Why** | | |
| Holding yourself to the intent of the Iowa Core *(The Why)* | Do you want this to be said of your child/students? Activity (side 1 of 2)  <http://misiciowa.org/uploads/CCSS_4_Do_You_Want_This_To_Be_Said_of_Your_Child.pdf> *(This document was created word for word from the Iowa Core ELA and Math documents.)*  (username is misic and password is together) | * Do you know what the Iowa Core is really asking us to help students get good at? * How do the concepts support 21st century learners who are thinkers, collaborators, innovators, and communicators? * How would you use this document as a guide to keep you focused on the intent of the core, as you work to implement the content, strategies, and assessments of the Iowa Core into your classroom? |
| **Organization** | | |
| Locating the official 2010 K-12 Iowa Core Standards for Literacy  and  Understanding and appreciating the layers of *organization* in the standards | Go to this link and click on *Iowa Core Literacy with DOK (.doc)* in the blue center field:  <https://www.educateiowa.gov/pk-12/iowa-core/iowa-core-literacy-standards> and read the web page text under the Iowa Core Literacy Standards that describe the history of the Iowa Core | * How are the standards organized? (pp. 4-5) * What is not covered by the standards? (p. 6) * How is the document organized? (p. 8) * What is the purpose of the K-5 note sections like on pages 10, 22, 28, 32? How are the standards in each cluster supporting the cluster? * What is the purpose of the 6-12 note sections like on pages 45, 54, 62, 67? How are the standards in each cluster supporting the cluster? * What is the purpose of the note sections for disciplinary literacy on 76, 81? How are the standards in each cluster supporting the cluster? * How have technologies changed speaking and listening? * How are the additional IA-specific standards marked in the Common Core State Standards that Iowa integrated into its state standards work? * How do the reading literature and reading informational standards compare? * How do we know that building K-5 knowledge is key success in disciplines? (p. 42) How might an elementary school do this? |
| Remembering the *anchor* standards as an easy filter to aligning teachable moments to the core intent | Download this file and xerox so you have something to write on:  <http://www.achievethecore.org/file/341>  K-5  <http://www.tcoe.org/ers/ccss/ela/AnchorStdsSummary_K_5.pdf>  6-12  <http://www.tcoe.org/ers/ccss/ela/AnchorStdsSummary_6_12.pdf>  6-12 Disciplinary Literacy  <http://www.tcoe.org/ers/ccss/ela/AnchorStdsSummary_6_12_Literacy.pdf> | * How might you remember each of the ten reading and ten writing anchor standard as 1-3 words? Compare your answer to <http://www.achievethecore.org/file/342> and to <http://www.burkinsandyaris.com/wp-content/uploads/2013/07/Periodic-Table.png> or compare your answer to one developed in Wisconsin for secondary History and Social Studies at <http://standards.dpi.wi.gov/files/cal/pdf/ccss-lit-chart.pdf> * As you look at the Burkins and Yaris graphic does it help see the integration aspect of teaching to the standards? * How to the anchor standards: * Anchor the document * Define general, cross-disciplinary literacy expectations * Define expectations that must be met for entry into college, career, and citizenship * Express cumulative progressions through the grades * Flow throughout all strands of standards |
| Understanding that the standards were designed backward with *progressions*  Understanding that the anchor standards:   * flow through all strands of standards, * anchor the document to college and career readiness, * define general, cross-disciplinary literacy expectations * express cumulative progressions through the grades | As you view the files think about how your grade level adds to the previous grade and prepares for the next grade level.  Reading  <http://www.ncesd.org/cms/lib4/WA01000834/Centricity/Domain/44/Vertical_Progressions_for_Reading.pdf>  Writing  <http://www.ncesd.org/cms/lib4/WA01000834/Centricity/Domain/44/Vertical%20Progressions%20for%20Writing.pdf>  Language  <http://www.ncesd.org/cms/lib4/WA01000834/Centricity/Domain/44/Vertical_Progression_for_Language.pdf>  Speaking and Listening  <http://www.ncesd.org/cms/lib4/WA01000834/Centricity/Domain/44/Vertical_Progressions_for_Speaking_and_Listening.pdf> | * How does each standard progress from grade level to grade level to reach the intent of the anchor standard ? * How is your grade different the one before it? |
| *Building knowledge* focus in the K-5 standards | <https://www.educateiowa.gov/sites/files/ed/documents/K-12_LiteracyWithDOK2012-12-11.doc> | * How do we know that building K-5 knowledge is key success in disciplines? (p. 42) * How might an elementary school do this? |
| Understanding the purpose of the *foundational (print concepts, phonological awareness, phonics and word recognition, fluency)* standards in elementary | pp. 19-21  <https://www.educateiowa.gov/pk-12/iowa-core/iowa-core-literacy-standards>  pp. 17-22  <http://www.corestandards.org/assets/Appendix_A.pdf> | * What are the most important ideas? * What do you notice about the standards for your grade level? * How will this impact what you currently do? |
| Understanding where a student should be by the end of Kindergarten *(use this question if you are familiar with the DRA diagnostic assessment instrument)* | <https://www.educateiowa.gov/pk-12/iowa-core/iowa-core-literacy-standards> | * As you look at all of the Kindergarten standards in Reading, Writing, Language, and Foundational what DRA level would correspond to the intent of applying the skills listed? |
| Understanding that researching is implied by the writing standards | <http://scboces.org/cms/lib03/NY24000912/Centricity/Domain/138/CommonCoreResearchstandards%20across%20grades.pdf> | * How to the verbs in the standards imply short and long research projects? |
| Unpacking the knowledge, skills and understanding of each year-end expectation or standard and assessment and instructional strategies for literacy and informational and grade above and below is *(unpacking the standards)* | MISIC BookMarks with material from Standards Insight, Tulare County, and ISBE (These documents also provide ideas for formative assessment and instructional strategies for the K-8 Language Arts Reading Standards and the HS English Reading Standards. (username is misic and password is together)  K:  <http://misiciowa.org/uploads/-KdgnMisicbbookmark1up_version2.pdf>  1:  <http://misiciowa.org/uploads/1stMISICbookmark1up_version_2.pdf>  2:  <http://misiciowa.org/uploads/2ndMISICbookmark1up_version_2.pdf>  3:  <http://misiciowa.org/uploads/3rdMISICbookmark1up_verson_2.pdf>  4:  <http://misiciowa.org/uploads/4thMISICbookmark1up_version_2.pdf>  5:  <http://misiciowa.org/uploads/5thMisicBookmark1up_verson_2.pdf>  6:  <http://misiciowa.org/uploads/6thMISICbookmark1up_revised_2.pdf>  7:  <http://misiciowa.org/uploads/7thMisicbookmark1up_version_2.pdf>  8  <http://misiciowa.org/uploads/8thMisicbookmark1up_version_2.pdf>  9-10:  <http://misiciowa.org/uploads/9-10Misicbookmark1up_revised_2.pdf>  11-12:  <http://misiciowa.org/uploads/11-12Misicbookmark1up_version_2.pdf> | * How are the standards rigorous, progressive from grade to grade, consistent, clear, and based on knowledge and skills? * How do the standards support higher-thinking skills? * How do the standards support increasing quality and quantity of reading non-fiction and writing expository text? * How do the standards support writing about texts and citing sources? |
| **Appendix A, B, and C** | | |
| Understanding the rationale for increased *text complexity* | Begin reading on page 2 and stop before the standards approach to complexity on page 5:  ELA Appendix A from DE Iowa Core site: <http://www.corestandards.org/assets/Appendix_A.pdf>  And  <http://www.achievethecore.org/content/upload/act_reading_between_the_lines_research_ela.pdf> | * Why do we need to be concerned with text complexity? * Name three things you learned on pages 2-5. * What is one hill we will have to climb? |
| Understanding the three elements of *text complexity* | Read pages 4-10::  ELA Appendix A from DE Iowa Core site: <http://www.corestandards.org/assets/Appendix_A.pdf>  Addition to Appendix A at <http://www.achievethecore.org/content/upload/corestandards_supplement_to_appendix_a_new_research_on_text_complexity_ela.pdf> | * How are all three important and how do you keep a balance at your grade level? |
| Understanding text complexity intended by the ELA core (*reading exemplars)* | ELA Appendix B from DE Iowa Core site: <http://www.corestandards.org/assets/Appendix_B.pdf> Note: the sample exemplars were selected because they had no copyright restrictions yet met the intent of the text complexity of reading standard 10. Contemporary copyrighted material was not used because of copyright legislation. The intent was not to give the message that only pre-20th century literature met the core intent. | * Pick one exemplar from your grade/content and think about the skills students need to be able to read fiction and non-fiction successfully? * What challenges will we face in reaching the vision of the student exemplars? |
| Understanding what student work looks like when meeting the intent of the grade level writing standards *(writing exemplars)* | ELA Appendix C from DE Iowa Core site: <http://www.corestandards.org/assets/Appendix_C.pdf> | * Pick one exemplar from your grade/content and think about the skills students need to be able to write arguments or opinions. narratives, and informational text successfully? * What challenges will we face in reaching the vision of the student exemplars? |
| Thinking about what *learning activities* would capture the intent of the reading standards at grade level | <http://www.ncesd.org/cms/lib4/WA01000834/Centricity/Domain/44/Progression_of_Reading_Standards_with_Text_Complexity_and_Sample_Tasks.pdf> | * How do the examples reflect the following student expectations of the ELA core? * Student collaboration * Transfer to learning or application * Deep understanding of content knowledge * Critical thinking skills * Analytical thinking * Using evidence to support claims * Increased sense of accountability |
| **Special Education and Core** | | |
| Appreciating that the core authors meant for the CCSS to be for students with disabilities *also (special education)* | <http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>  and <http://www.calstat.org/publications/pdfs/Edge_summer_2012_newsletter.pdf> | * What challenges will special education face in implementing the intent of the core authors? |
| Understanding the changes for *special education* implied by the common core | PPt <http://www.ccsso.org/Documents/2012/Lisa%20Campbell%20Apr%2010%20ELA%20transition%20for%20SWD%20final1.ppt> and Webinar  <https://ccsso.webex.com/ccsso/lsr.php?AT=pb&SP=MC&rID=53816942&rKey=79871eb865c35c6f> on how ELA CCSS strategies will change special education  (Requires Cisco software which is free on-line as you access the webinar) | * What are two things special education can do to support increased expectations in the common core? |

Use the organizer below for organizing your thoughts while you pace yourself internalizing the information at level 1.2:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.2 Understanding Instructional Strategies That Support the Instructional Shifts Implied by the Iowa Core ELA Standards and Appendix** | | | | |
| **How will you balance directly teaching a standard while at same time living up to the intended shifts?** | | | | |
|  | **What do I/We Need to Keep Doing/**  **What Can I/We Build On** | **What I/We Need To STOP Doing/ OR Change** | **Essential Next Steps for Moving Forward** | **Questions I/We Have**  **OR Help I/We Need** |
| **Content** |  |  |  |  |
| **Instruction** |  |  |  |  |
| **Learning Supports** |  |  |  |  |
| **Assessment** |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| * 1. **Understanding Instructional Changes That Support the Instructional Shifts Implied by the Iowa Core ELA Standards and Appendices** | | |
| * + 1. **Shift 1: Building knowledge through content-rich nonfiction and informational texts.** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| Describing the shift in practical terms | <http://www.achievethecore.org/file/343> | * Describe the shift in your own words? * What does it demand? |
| Stating the rationale for the shift | 8 minute video  <http://www.engageny.org/resource/common-core-in-ela-literacy-shift-2-6-12-building-knowledge-in-the-disciplines> | * Why is building knowledge so important in the 21st Century? |
| Knowing what the implications of this shift for students | p. 1  <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What will be the most challenging for students? |
| Knowing what the implications of this shift mean for parents | p.1  <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What will be the most challenging for parents? |
| Knowing the instructional implications | p. 2  <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What current practices will you continue to use? * What current practices do you need to discontinue? * What changes to your practice will support students reaching the intent of the core? |

|  |  |  |
| --- | --- | --- |
| * + 1. **Shift 2: Reading and writing grounded in evidence from text.** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| Describing the shift in practical terms | <http://www.achievethecore.org/file/343> | * Describe the shift in your own words? * What does it demand? |
| Stating the special place of argument in the shifts | p. 24-25  <http://www.corestandards.org/assets/Appendix_A.pdf> | * Why is making arguments so important to post-secondary readiness? |
| Knowing what the implications of this shift for students | p.4  <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What will be the most challenging for students? |
| Knowing what the implications of this shift mean for parents | p. 4  <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What will be the most challenging for parents? |
| Knowing the instructional implications | p. 6 <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What current practices will you continue to use? * What current practices do you need to discontinue? * What changes to your practice will support students reaching the intent of the core? |

|  |  |  |
| --- | --- | --- |
| **1.2.3 Shift 3: Regular practice with complex text and its academic vocabulary.** | | |
| If you want to learn about: | Then go to this source/URL: | Ponder these questions as you learn: |
| Describing the shift in practical terms | <http://www.achievethecore.org/file/343> | * Describe the shift in your own words? * What does it demand? |
| Stating the rationale for the shift | Text Complexity p. 2-4 and  Vocabulary p. 32-35 at  <http://www.corestandards.org/assets/Appendix_A.pdf> | * Vocabulary has always been important but why is it now more important than ever? * Why was standard 10 in reading and writing added to the ELA Core? |
| Knowing what the implications of this shift for students | p. 8  <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What will be the most challenging for students? |
| Knowing what the implications of this shift mean for parents | p 8  <http://misiciowa.org/uploads/Shifts_3_With_Green_and_Red_and_Implications.doc> (username is misic and password is together) | * What will be the most challenging for parents? |
| Knowing the instructional implications | p. 10  <http://misiciowa.org/uploads/CCSS_8_ELA_GREEN_FLAGS_AND_RED_FLAGS_Three_Shifts_v2.pdf> (username is misic and password is together) | * What current practices will you continue to use? * What current practices do you need to discontinue? * What changes to your practice will support students reaching the intent of the core? |

|  |  |  |
| --- | --- | --- |
| **1.2.4 Foundational: Regular practice** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| Understanding why the core authors placed the foundational standards in the document | <http://www.achievethecore.org/content/upload/Both%20And%20Literacy%20Instruction%20K-5%20%20A%20Proposed%20Paradigm%20Shift%20for%20CCSS%20ELA%20and%20Literacy.pdf> | * As you think about the foundational skills what needs more emphasis at your grade level? |
| Knowing the instructional implications of the elementary foundational standards | Go to page 4 at  <http://misiciowa.org/uploads/CCSS_8_ELA_GREEN_FLAGS_AND_RED_FLAGS_Three_Shifts_v2.pdf> (username is misic and password is together) | * What current practices will you continue to use? * What current practices do you need to discontinue? * What changes to your practice will support students reaching the intent of the core? |

**Level II – Putting Standards into Practice: Content Knowledge and Application**

The second level of the Core implementation is moving to the new standards through deep content knowledge and purposeful application. Vetted resources within this level correspond to the four dimensions (depth/rigor, key shifts, instructional supports, and aligned assessment) of the Achieve *EquIP*, or Tri-State Rubrics. These resources are designed to help teachers **integrate** the core dimensions into daily classroom lessons and units.

**The success criteria for level II are:**

* I understand building student content knowledge through both content standards and disciplinary literacy.
* I can confidently produce a content rich text set in a content area.
* I appreciate the value of using primary sources.
* I can plan and implement deeper reading.
* I can select instructional strategies and tools that help student use evidence in reading, writing, and speaking/listening.
* I can select strategies for front-loading vocabulary words.
* I can use a unit template to increase the presence of the three shifts in my content units.
* I can select strategies for a mixed-ability classroom.

Use the organizer below for organizing your thoughts while you pace yourself internalizing the information at level 2:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2.0 Putting ELA Standards and Shifts into Practice: Content Knowledge and Application** | | | | |
| **How will you balance directly teaching a standard while at same time living up to the intended shifts?** | | | | |
|  | **What do I/We Need to Keep Doing/**  **What Can I/We Build On** | **What I/We Need To STOP Doing/ OR Change** | **Essential Next Steps for Moving Forward** | **Questions I/We Have**  **OR Help I/We Need** |
| **Content** |  |  |  |  |
| **Instruction** |  |  |  |  |
| **Learning Supports** |  |  |  |  |
| **Assessment** |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **2.1 Understanding Cognitive Complexity Implied by the Iowa Core ELA** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| **Student Interaction with Content** | | |
| Understanding a framework for how students interact with content *(Webb)* | <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm> (video) | * Does Webb’s framework add value to how you mindfully create learning activities? |
| Understanding how Webb’s Depth of Knowledge support the Common Core State Standards  Understanding how the role of teacher and student in using Webb’s DOK with the CCSS  Classifying student learning activities by Webb’s categories | <http://cliu21cng.wikispaces.com/file/view/WebsDepthofKnowledgeFlipChart.pdf/457670878/WebsDepthofKnowledgeFlipChart.pdf> | * What type of activities can be increased in your classroom? |
| Comparing Bloom to Webb’s Depth of Knowledge in *ELA (Webb’s* Depth of Knowledge classification was used by assessment providers to align test items to the common core. Webb’s Depth of Knowledge is often used to add another layer of mindfulness to creating instructional activities.) | <http://misiciowa.org/uploads/3b-Cognitive_Rigor_Matrix_Math_Sci.pdf> (username is misic and password is together) | * Can a question be hard yet low on Bloom’s levels? |
| Categorizing student learning activities around Webb’s Depth of Knowledge | <http://misiciowa.org/uploads/CCSS_Webb_Depth_of_Thinking_Chart_from_Lockett.doc> (username is misic and password is together) | * What type of activities can be increased in your classroom? |
| Understanding what type of questions fit *Webb*’s Depth of Knowledge categories | <http://misiciowa.org/uploads/2_DOK_Question_Stems.pdf> (username is misic and password is together) | * What question stems could you use more frequently? |
| Understanding Webb’s Depth of Knowledge impact on integrating technology | <http://commoncore.lacoe.edu/resources/training_121015/DOK_technology.pdf> | * What type of activities align with using tech to reach higher depths of knowledge? |

|  |  |  |
| --- | --- | --- |
| **2.2 Understanding Instructional Strategies That Support the Instructional Shifts Implied by the Iowa Core ELA Standards and Appendices** | | |
| Use the following unit planner as a graphic organizer as you learn at level 2 and write where you see the three shifts in the unit planner at<http://misiciowa.org/uploads/CCSS_53_Unit_Plan_Tri_State_Rubric_11x17_v_4.3.pdf> | | |
| * + 1. **Shift 1: Building knowledge through content-rich nonfiction and informational texts.** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| **Text Types** | | |
| Understanding the diversity of *text* covered by standard ten in reading and writing | <http://standards.dpi.wi.gov/files/cal/pdf/text-types.pdf> | * What type of texts did you use in your last unit? |
| Categorizing *text genres* as literary or informational | <http://misiciowa.org/uploads/CCSS_10_Text_Genres_Chart.pdf> (username is misic and password is together) | * What is the role of informational text in the post-secondary world? * Why are fictional narratives important literature? * Why are expository structures important? |
| **Text Organization** | | |
| Helping students with *text structure* in reading and writing | <http://misiciowa.org/uploads/CCSS_11_Text_Structure_Cheat_Sheet.pdf> (username is misic and password is together) | * How might you use this resource during think alouds? |
| Understanding text features and structures | <http://standards.dpi.wi.gov/files/cal/pdf/text-features.pdf> and <http://standards.dpi.wi.gov/files/cal/pdf/text-structure.pdf> | * What is the difference between text features and text structures? * How does the tech world make this so important? |

|  |  |  |
| --- | --- | --- |
| * + 1. **Shift 2: Reading and writing grounded in evidence from text.** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| **Anchor Text and Text Sets** | | |
| Investigating a process for creating a text set in grades K-12 | <http://education.illinoisstate.edu/downloads/casei/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf> | * What makes a strong text set? * Why is it important to select texts worth reading? |
| Creating a *text set (template)* | <http://misiciowa.org/uploads/CCSS_15_CREATING_A_COHESIVE_TEXT_SET_Worksheet.pdf> (username is misic and password is together) | * What makes a strong text set? |
| **Close Reading** | | |
| Doug Fisher defines close reading | <http://www.youtube.com/watch?v=5w9v6-zUg3Y> | * How would close reading be valuable to a generation that is used to speed of technology? |
| Understanding close reading | <http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1396&download> | * When should teachers activate prior knowledge? * What are the considerations in developing a close reading lesson? |
| **Text Dependent Questions or Text Based Questions** | | |
| Appreciating and investigating a collection of replacement lessons for the most commonly used basal readers in the nation like Treasures (organized for grades 3-5 but grades K-2 being developed) | <http://www.achievethecore.org/page/696/search-for-lessons-to-use-with-basal-readers> (search by grade) FREE  (use the lessons to see how the CCSS changes a lesson/story you may already be teaching) | How do the questions meet this criteria:   * Does it build coherent understanding? * Is it sufficiently narrow-not overly broad? * Is it worth answering? * Will it motivate students to “want to know?” * Does it force students back into the text? * Does it foster greater insight about the meaning of the text? * Does it “illuminate” ideas/ understanding? * Will students need to reread to answer it? |
| Appreciating and investigating a collection of replacement lessons for the most commonly used secondary anthologies. | 6-12 at <http://www.achievethecore.org/page/753/aap-project-page>  (use the lessons to see how the CCSS changes a lesson/story you may already be teaching) | How do the questions meet this criteria:   * Does it build coherent understanding? * Is it sufficiently narrow-not overly broad? * Is it worth answering? * Will it motivate students to “want to know?” * Does it force students back into the text? * Does it foster greater insight about the meaning of the text? * Does it “illuminate” ideas/ understanding? * Will students need to reread to answer it? |
| **Writing to Sources and Long and Short Research Projects** | | |
| Investigating writing templates in content areas | Writing LDC quick reference chart at <http://misiciowa.org/uploads/CCSS_24_LDC_Quick_Reference_Task_Chart_11_x_17.docx> (username is misic and password is together) | * How would the templates help move students into the intent of the core? |
| Investigating writing templates for science and social studies | <http://ldc.org/sites/default/files/LDC-Template-Task-Collection-2.0.A.pdf> | * How would the templates help move students into the intent of the core? |
| Investigating writing template for use in science | <http://ldc.org/sites/default/files/Educurious-Draft-LDC-Science-Templates-June15-final-1.pdf> | * How would the templates help move students into the intent of the core? |
| Investigating a rubric for writing | K-2Elem. at  <http://ldc.org/sites/default/files/LDC-Scoring-Rubrics_K-2.pdf>  6-12 Argumentation at:  <http://ldc.org/sites/default/files/LDC-Argumentation-Rubric-2.0.pdf> 6-12 Informational at:  <http://ldc.org/sites/default/files/LDC-InfoExplanatory-Rubric-2.0.pdf> 6-12 Narrative at:  <http://ldc.org/sites/default/files/LDC-Narrative-Rubric-2.0.pdf> 3-5 Elementary at:  <http://ldc.org/sites/default/files/LDC-Elementary-Template-Tasks-v1.pdf> | * How would the templates help move students into the intent of the core? |
| Investigate the Literacy Design Collaborative template used in classrooms (examples) | Language arts at <http://www.ldc.org/sample-curricula/english-language-arts>  History and Social Studies at <http://www.ldc.org/sample-curricula/history-social-studies>  Science and Technical Areas at <http://www.ldc.org/sample-curricula/science-technical-subjects> | * How would the templates help move students into the intent of the core? |
| Investigate the Literacy Design Collaborative template used in classrooms (examples) | How to read the modules at:  <http://www.screencast.com/t/kMuljsIbZOzb> and <http://www.screencast.com/t/1M8FBxjh>  6-8 Science at  <https://www.georgiastandards.org/Common-Core/Pages/LDC.aspx>  9-12 Science at  <https://www.georgiastandards.org/Common-Core/Pages/LDC.aspx>  6-8 Social Studies at  <https://www.georgiastandards.org/Common-Core/Pages/LDC.aspx>  9-12 Social Studies at  <https://www.georgiastandards.org/Common-Core/Pages/LDC.aspx>  6-8 Career Tech at <https://www.georgiastandards.org/Common-Core/Pages/LDC.aspx>  9-12 Career Tech at <https://www.georgiastandards.org/Common-Core/Pages/LDC.aspx> | * How would the templates help move students into the intent of the core? |
| **Writing Rubrics** | | |
| Appreciating the alignment of rubrics to the three types of ELA writing | K-12 rubrics for Argument, informational, and narrative text:  <http://www.doe.k12.de.us/aab/English_Language_Arts/writing_rubrics.shtml> | * How do the rubrics honor the actual standards for writing? |
| **Graphic Organizers** | | |
| Using a graphic organizer updated for the common core | 4+ p. 2 <http://misiciowa.org/uploads/CCSS_50_Big_Picture_Page_1_and_2_-_11x17.pdf> (username is misic and password is together) | * The RAN graphic organizer is an update of KWL to meet the intent of the Iowa Core. How does the RAN chart differ from KWL? |
| Using graphic organizers to support the use of evidence | 4+ <http://misiciowa.org/uploads/CCSS_34_Evidence_Organizer_Tool.pdf> (username is misic and password is together)  <http://misiciowa.org/uploads/CCSS_35_Four_Points_Tool.pdf> (username is misic and password is together) | * Why is the goal for students to learn to use graphic organizers as a life-long learning skill? * How do you present graphic organizers as a learning tool for life instead of just an activity? |
| Appreciating the quality of writing rubrics aligned to the common core that the synergy of the core makes available | <http://www.doe.k12.de.us/aab/English_Language_Arts/writing_rubrics.shtml> | * How do the Delaware writing rubrics for argument/opinions, informational, and narrative text in K-1 align to the ELA writing standards? |
| Recognizing graphic organizers supportive of using evidence in reading and writing | <http://misiciowa.org/uploads/CCSS_34_Evidence_Organizer_Tool.pdf> (username is misic and password is together)  and  <http://misiciowa.org/uploads/CCSS_35_Four_Points_Tool.pdf> (username is misic and password is together)  and  <http://misiciowa.org/uploads/CCSS_36_Looking_at_Both_Sides.doc> (username is misic and password is together) | * The goal is not to use graphic organizers for the sake of using graphic organizers but to help students become live-long users of graphic organizers. To teach them how to fish you might say. How could you use these graphic organizers to teach students the value of learning in their future using graphic organizers? |
| **6 Traits and CCSS Writing** | | |
| Comparing the CCSS Writing standards and 6 traits of writing | <http://www.smekenseducation.com/seeing-the-traits-within-the-common-core-standards.html>  and  <http://educationnorthwest.org/webfm_send/1252> | * What in the CCSS writing is not reflected in a wise use of 6 traits of writing? |
| **Speaking and Listening** | | |
| Understanding the role of accountable talk as you implement class discussions in the core | <http://2012-leadership-forum.iste.wikispaces.net/file/view/AT-Sourcebook.pdf>  OR PPt  <http://www2.district6.org/cra/wp-content/uploads/2009/02/accountabletalk.pdf>  and <http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx> | * How does this strategy make students accountable to content, to the learners in class, and to thinking? |
| Considering common language stems in accountable talk (discussion) | <http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/interdisc_units/AccountableTalkFeaturesandLanguageStems.pdf>  and posters at <http://glaaz.org/modules/groups/homepagefiles/cms/2351603/File/Curriculum/Accountable%20Talk%20Posters.pdf> | * Would it be difficult to get students to use these stems? |
| Understanding the role of speaking and listening in the core | <http://www.ascd.org/professional-development/webinars/terry-roberts-webinar.aspx> (webinar and ppt) and another webinar and ppt at <http://www.ascd.org/professional-development/webinars/erik-palmer-webinar.aspx> | * Why is using the content vocabulary so important when students discuss? * Why is |
| Understanding how to use accountable talk with picture books in the primary grades | <http://www.nesacenter.org/uploaded/conferences/SEC/2012/teacher_handouts/Edgar_Bringing_Picture_Books_Alive_Through_Accountable_Talk.pdf> | * How does a picture book bring out good discussion? |

|  |  |  |
| --- | --- | --- |
| **2.2.3 Shift 3: Regular practice with complex text and its academic vocabulary.** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| **Vocabulary** | | |
| Defining vocabulary types | <http://standards.dpi.wi.gov/files/cal/pdf/vocabulary.pdf> | * Why are Tier II words so important to reading complex text? |
| Remembering that front loading vocabulary workshops from our past may be vehicles to support the CCSS ELA | <http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf> | * Is Marzano’s work still viable for CCSS? Why? |
| Selecting vocabulary words for instruction | Fisher and Frey considerations at:  <http://vocablog-plc.blogspot.com/2011/04/selecting-words-important-consideration.html> | * What are some things to thing about when selecting words? |
| **Text Complexity** | | |
| Understanding how comprehension progresses | P. David Pearson is one of the top literacy experts on reading and vocaublary. This essay describes how comprehension grows or progresses.  <http://www.achievethecore.org/content/upload/liben_pearson_progression_of_comprehension_research_ela.pdf> | * Do you think the progression of reading in the CCSS fits what we know about teaching reading? |
| Understanding what critical reading looks, sounds and feels like at an elite college | <http://standards.dpi.wi.gov/files/cal/pdf/interrogating-texts-day.pdf> | * How is the reading habit list from Harvard like the expectations of the Iowa Core ELA? |
| Investigating what text complexity is on a deeper level | Webinar and materials on text complexity at: <http://www.ascd.org/professional-development/webinars/liben-webinar.aspx> | * Why is complex text so much more content rich? |
| Appreciating a protocol for measuring text complexity | <http://misiciowa.org/uploads/108_Protocol_for_Measuring_Text_Complexity.doc> (username is misic and password is together) | * Could you use this? * Is it simple enough? |
| Investigating a guide for determining text complexity K-12 | <http://education.illinoisstate.edu/downloads/casei/guide---how-to-determine-text-complexity-grades-k-12.pdf> | * Why do we have to look at all three (lexile, interaction with the text, and maturity of text themes)? |
| Investigating one of best websites on text complexity developed by one of the CCSS authors | <http://www.textproject.org/> | * After looking at student and teacher resources did you see something you could use? |

|  |  |  |
| --- | --- | --- |
| **2.3 Understanding Instructional Supports** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| **Special Education** | | |
| Understanding how Multi-Tiered Systems of Support (formerly RTI) fits into implementation of the CCSS *(special education)* | While this paper was developed for an urban audience it does talk about Multi-Tiered Systems of Support as critical to special education supporting the common core at:  <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/77--Achievement%20Task%20Force--RTI%20White%20Paper-Final.pdf> | * What is one thing you can do to support students in a multi-tiered system? |
| Investigating the role of the core for all students | <http://www.ascd.org/professional-development/webinars/lisa-dieker-webinar.aspx> | * How will inclusion be affected by the rigor of the core? |

|  |  |  |
| --- | --- | --- |
| **2.4 Understanding the Alignment of Assessment to the Core Standards** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| **Formative Assessment** | | |
| Understanding formative assessment in general | <http://www.learningpt.org/pdfs/FormativeAssessment.pdf> | * In a nutshell, what is formative assessment? |
| Appreciate the wide variety of forms that *formative* assessment can take in the classroom setting | <http://www.isbe.net/common_core/pdf/da-form-asmt-chart.pdf> | * What is one example of formative assessment you could try out? |
| Investigating the role of formative assessment in the core | Nancy Frey webinar and PPt at:  <http://www.ascd.org/professional-development/webinars/nancy-frey-webinar.aspx>  and  Doug Fisher webina and PPt at:  <http://www.ascd.org/professional-development/webinars/doug-fisher-webinar.aspx> | * Why is actionable feedback so important? |
| **Performance Tasks** | | |
| Review some sample grade 3-11 or ELA test performance tasks | 3  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr3-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr3-sample-items.pdf 4)  [4](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr3-sample-items.pdf 4)  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr4-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr4-sample-items.pdf 5)  [5](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr4-sample-items.pdf 5)  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr5-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr5-sample-items.pdf 6)  [6](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr5-sample-items.pdf 6)  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr6-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr6-sample-items.pdf 7)  [7](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr6-sample-items.pdf 7)  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr7-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr7-sample-items.pdf 8)  [8](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr7-sample-items.pdf 8)  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr8-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr8-sample-items.pdf 9)  [9](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr8-sample-items.pdf 9)  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr9-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr9-sample-items.pdf 10)  [10](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr9-sample-items.pdf 10)  [http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr10-sample-items.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr10-sample-items.pdf 11)  [11](http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr10-sample-items.pdf 11)  <http://dese.mo.gov/divimprove/assess/documents/asmt-sbac-ela-gr11-sample-items.pdf> | * How do the questions differ from traditional assessments? |
| Review sample CCSS Test items in ELA by big idea in the Common Core | <http://www.ode.state.or.us/search/page/?id=3747> | * How to the questions align to the standards being measured? |
| Understanding the criteria of a good content performance tasks | <http://standards.dpi.wi.gov/files/cal/pdf/dev-performance-tasks.pdf> | * Which criteria are the most important in living up the intent of the communication, collaboration, and critical thinking of the core? |
| **SBAC** | | |
| Take the Smarter Balanced Student sample test on-line (scroll down to green button and select grades 3-11) | <http://sbac.portal.airast.org/Practice-Test/> | * How do the questions differ from traditional assessments? |
| Investigating implications of the core on assessment | Susan Brookhart webinar and PPt at: <http://www.ascd.org/professional-development/webinars/susan-brookhart-webinar.aspx> | * Should assessment be aligned to the core? * How would Iowa Assessments need to change to measure the Iowa Core? * Would you be in favor of schools paying more for testing truly aligned to the core? |
| **Questions** | | |
| Organizing questions aligned to the reading standards | Take a text you use in any unit and organize your questions around the reading standards <http://misiciowa.org/uploads/CCSS_17_Questions_Aligned_to_the_CCSS_Standards_Blank.pdf> AND <http://misiciowa.org/uploads/CCSS_18_Questions_Aligned_to_the_CCSS_Standards_Copyright_w_Examples.pdf> (username is misic and password is together) | * Was the organizer helpful? |
| **Tier III Alternate Assessment** | | |
| Planning for learning targets in ELA for students taking the alternative assessment *(Tier III assessment students)* | Essential Elements ELA for Students with Significant Cognitive Disabilities:  in ELA  <https://www.educateiowa.gov/sites/files/ed/documents/ELAEssentialElements2013-10-08.pdf>  in Math  <https://www.educateiowa.gov/sites/files/ed/documents/Iowa%20Core%20Essential%20Elements-%20Math%2010-28-13.pdf>  Video introduction to the documents above at  <https://educateiowa.eduvision.tv/Default.aspx?q=xlMDqFIi0dlUg8zdDOtUKK2dpkY8z5TTi8gKLFCztx3I4d3qwW83Iw%253d%253d> | * How will alternate assessments be aligned to the Iowa Core ELA? |

**Level III – Continually Refining Teaching and Learning: Deep Understanding and Integration**

The third level displays the criteria of full Core implementation is continually refining and reflecting on the criteria as outlined within the Achieve EQuIP or Tri-State Rubrics. Success at this level requires deep understanding and **cohesive integration** of core practices.

One of the opportunities provided by transitioning and implementing the Iowa Core is the opportunity to talk shop. Yet determining alignment of instructional materials to the core is a challenge. After all, the standards are nothing unless implemented.

To support this challenge this level uses the Achieve EQuIP (Educators Evaluating the Quality of Instructional Products) rubric.

The rubrics may be used for:

* Guiding the development of lessons and units that you wish to align to the core;
* Identifying lesson/units that can serve as models;
* Critiquing existing lessons and units to identify improvements needed to align with the core; and
* Building individual or group capacity of teachers to gain a deeper understanding of the instructional demands of the core.

The rubrics are designed to critique: 1) lessons that include instructional activities and assessments aligned to the Core ELA and Math that may extend over a few class periods or days, 2) units that include integrated and focused lessons aligned to the Core that extend over a longer period of time. The rubrics intentionally do not require a specific template for lesson or unit design.

The rubrics have four main parts: 1) alignment to the depth of the core, 2) shifts in the core, 3) instructional support, and 4) assessment.

The rubrics are meant to provide guidance on how to strengthen teacher made or commercial lessons or units. They are a tool for professional learning team conversations, not administrative evaluation.

The following principles should guide conversations among teachers when the rubrics are being used:

* Teacher made lessons and units are works in progress.
* Recommendations should be evidence-based.
* Emphasis should be on inquiry around the criteria.

**The success criteria for level III are:**

* I can confidently utilize a rubric to critique lessons and units to increase alignment to the core.
* I can locate model units and use them to enhance local units.
* I can locate reflective use reflective teacher practice tools.
* I can locate materials about the core to send home with parents so they know what we are teaching.

Use this organizer for recording your thoughts while you move forward with Iowa Core implementation at level 3:

Use this organizer for recording your thoughts while you move forward with Iowa Core implementation at level 3:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Most important key element already in place…** | **Next step(s) to undertake…** | **Greatest need in moving forward…** | **Three most important resources/tools to use to move forward…** |
| **Content** |  |  |  |  |
| **Instruction** |  |  |  |  |
| **Learning Supports** |  |  |  |  |
| **Assessment** |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **3.1 Refining Instructional Planning for Implementing the Iowa Core ELA standards** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| Looking for a ELA curriculum template that reminds you of all of the key themes and shifts of the ELA Core as you build units (targets, rich tasks, math practices, vocabulary, scaffolding for success, assessment)  Understanding that standards are important but insufficient in themselves. To be effective standards must be partnered with content-rich curriculum and robust assessments, and support for learning. | <http://misiciowa.org/uploads/CCSS_53_Unit_Plan_Tri_State_Rubric_11x17_v_4.3.pdf>  (username is misic and password is together) | * Would this template help the transition to writing curriculum aligned to the core? |
| Evaluating daily practice in using the key points of the core ELA intent | K-2 at  <http://misiciowa.org/uploads/CCSS_82_Evidence_Guide_ELA_K-2.pdf> (username is misic and password is together)  3-5 at  <http://misiciowa.org/uploads/CCSS_83_Evidence_Guide_ELA_3-5.pdf> (username is misic and password is together)  6-12 at  <http://misiciowa.org/uploads/CCSS_84_Evidence_Guide_ELA_6-12.pdf> (username is misic and password is together) | * Would this rubric be of value? |
| Understand how to map out the grade level core curriculum (The model content curriculum framework from *PARCC* are linked to the right) | Discussion guide for the grade level documents at: <http://www.achievethecore.org/file/403>  3-11  [http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012\_FINAL-0.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf 3)  [3](http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf 3)  <http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE%203_FINALAug2012-2.pdf>  4  [http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE4\_FINALAug2012.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE4_FINALAug2012.pdf 5)  [5](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE4_FINALAug2012.pdf 5)  [http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE5\_FINAL\_Aug2012\_0.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE5_FINAL_Aug2012_0.pdf 6)  [6](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE5_FINAL_Aug2012_0.pdf 6)  [http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE6\_FINALAug2012.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE6_FINALAug2012.pdf 7)  [7](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE6_FINALAug2012.pdf 7)  [http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE7\_FINALAug2012.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE7_FINALAug2012.pdf 8)  [8](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE7_FINALAug2012.pdf 8)  [http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE8\_FINALAug2012.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE8_FINALAug2012.pdf 9)  [9](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE8_FINALAug2012.pdf 9)  [http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE9\_FINALAug2012.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE9_FINALAug2012.pdf 10)  [10](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE9_FINALAug2012.pdf 10)  [http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE10\_FINALAug2012.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE10_FINALAug2012.pdf 11)  [11](http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE10_FINALAug2012.pdf 11)  <http://www.parcconline.org/sites/parcc/files/PARCCMCFforELALiteracyGRADE11_FINALAug2012.pdf> | * How does the model framework integrate the ELA standards? |
| Organizing the local curriculum using a template that honors the PARCC model content framework | 3  <http://misiciowa.org/uploads/CCSS_Grade_3_Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together)  4  <http://misiciowa.org/uploads/CCSS_Grade_4_Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together)  5  <http://misiciowa.org/uploads/CCSS_Grade_5_Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together)  6  <http://misiciowa.org/uploads/CCSS_Grade_6_Model_Content_Framework_Planning_Tool_REV.docx> (username is misic and password is together)  7  <http://misiciowa.org/uploads/CCSS_Grade_7_Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together)  8  <http://misiciowa.org/uploads/CCSS_Grade_8__Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together)  9  <http://misiciowa.org/uploads/CCSS_Grade_9__Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together)   1. 10   <http://misiciowa.org/uploads/CCSS_Grade_10__Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together)  11  <http://misiciowa.org/uploads/CCSS_Grade_11__Model_Content_Framework_Planning_Tool.docx> (username is misic and password is together) | * How does this quarterly planning guide support the Iowa Core ELA? |
| Critiquing/evaluating teacher or commercially made lessons and units using the EQuIP rubric: *K-2 ELA* Rubric | <http://misiciowa.org/uploads/52A_EQuiP_Rubric_for_ELA_K-2.pdf>  (username is misic and password is together) | * How does the rubric provide for depth, shifts, learning supports, and assessment? |
| Critiquing/evaluating teacher or commercially made lessons and units using the EQuIP rubric*: K-2 ELA* Rubric Feedback Form | <http://misiciowa.org/uploads/52C_EQuIP_Quality_Review_Feedback_Form_-_ELA_K-2.pdf>  (username is misic and password is together) | * How does the rubric provide for depth, shifts, learning supports, and assessment? |
| Critiquing/evaluating teacher or commercially made lessons and units using the EQuIP rubric: *3-5 ELA/Literacy and 6-12 ELA* | <http://misiciowa.org/uploads/52B_EQuIP_Rubric_for_ELA_3-12.pdf>  (username is misic and password is together) | * How does the rubric provide for depth, shifts, learning supports, and assessment? |
| Critiquing/evaluating teacher or commercially made lessons and units using the EQuIP rubric: *3-5 ELA/Literacy and 6-12 ELA Rubric Feedback Form* | <http://misiciowa.org/uploads/52D_EQuIP_Quality_Review_Feedback_Form_-_ELA_3-12.pdf>  (username is misic and password is together) | * How does the rubric provide for depth, shifts, learning supports, and assessment? |
| Critiquing/evaluating teacher or commercially made lessons and units using the EQuIP rubri : *3rd grade* Literature Exemplar with feedback | Lesson at <http://www.achieve.org/files/Grade_3_The_Fisherman_and_His_Wife_FINAL.pdf> and critique at <http://www.achieve.org/files/EQuIPFeedbackTheFishermanandHisWife091713final.pdf> | * How does the rubric provide for depth, shifts, learning supports, and assessment? |
| Critiquing/evaluating teacher or commercially made lessons and units using the EQuIP rubric : *9-10 grade* ELA Research Exemplar with Feedback | Unit at <http://www.achieve.org/files/research-unit-grades-9-10-technology.zip> and critique at <http://www.achieve.org/files/EQuIPFeedbackResearchingtoDeepenUnderstanding091713final.pdf> | * How does the rubric provide for depth, shifts, learning supports, and assessment? |
| Critiquing/evaluating teacher or commercially made lessons and units using the EQuIP rubric : ELA EQuIP Unit Planner with examples without feedback forms | <http://misiciowa.org/uploads/CCSS_53_Unit_Plan_Tri_State_Rubric_11x17_v_4.3.pdf> (username is misic and password is together)  Password for accessing the files below is englishrocks…  6  <http://misiciowa.org/uploads/Grade_6_Model_Unit_Final.pdf>  7  <http://misiciowa.org/uploads/Grade_7_Model_Unit_Final.pdf>  8  <http://misiciowa.org/uploads/53B_Grade_8_Model_Unit_Final.pdf>  9  <http://misiciowa.org/uploads/Grade_9_Model_Unit_Final.pdf> and <http://misiciowa.org/uploads/Grade_9_Model_Unit_PPT.pptx>  10  <http://misiciowa.org/uploads/Grade_10_Model_Unit_Final.pdf>  11  <http://misiciowa.org/uploads/Grade_11_Model_Unit_Final.pdf>  12  <http://misiciowa.org/uploads/Grade_12_Model_Unit_Final.pdf> | * How have this teacher made unit honored the 3 shifts in ELA? * Shift 1: Building knowledge through content-rich nonfiction and informational texts. * Shift 2: Reading and writing grounded in evidence from text. * Shift 3: Regular practice with complex text and its academic vocabulary. |
| Appreciating how a secondary building could implement units at this website to bring students up to speed on the core ASAP (the lessons received a high rating using the EQuIP rubric) | <http://odelleducation.com/literacy-curriculum> | * How do the lessons build in text sets, evidence, argument, and research so important to the core? * How do the lessons align to the EQuIP rubric? |
| Reviewing some ELA aligned lessons in 3-11 Science, K-12 Social Studies, or K-12 Literacy | <http://schools.nyc.gov/academics/commoncorelibrary/tasksunitsstudentwork/newtasks.htm> | * How are the lessons incorporating the 3 ELA shifts? |
| **Special Education** | | |
| Understanding how *special education* transition to post-secondary standards can support the CCSS ELA and math | ELA  <http://www.nsttac.org/sites/default/files/assets/pdf/CCSS/Transition%20Skills%20and%20CCSS%20in%20ELA.2013.pdf>  Math  <http://www.nsttac.org/sites/default/files/assets/pdf/CCSS/Transition%20Skills%20and%20CCSS%20in%20Mathematics.2013online.pdf> | * What other ideas can you thing of doing in transitioning the students to post-secondary? |
| Understanding that implementing the CCSS for students with disabilities needs administrative *support (special education)* | <http://www.naesp.org/sites/default/files/McLaughlin_2012.pdf> | * Which of the six principles is the most important for your building? |
| Understanding that a standards orientation to writing IEP goals can be explained in eight steps *(special education)* | Read the article but especially focus on the insert section titled, Fusing Skills and Standards)  <http://www.edweek.org/ew/articles/2010/12/27/15iep_ep.h30.html?tkn=WNSFsLAt7ZNSAnyslPdod17CvF4VQAL38BCK&intc=es> | * What step(s) would be the most challenging? |
| Appreciating that the synergy of the standards creates tools to support writing IEP’s aligned to the CCSS *(special education)* | ELL  <http://www.ode.state.or.us/wma/teachlearn/commoncore/alabama-deconstructed-standards-(ela).pdf>  Math  <http://www.ode.state.or.us/wma/teachlearn/commoncore/alabama-deconstructed-standards-(math).pdf> | * Why do we have to be careful that by focusing on too specific of a goal in the IEP we could miss helping the student reach the intent of the standards? |
| **Parents** | | |
| Sharing the essence of the standards with *parents* so they can support student growth and success | Two-page guides to success for each grade in English and Spanish at <http://pta.org/parents/content.cfm?ItemNumber=2910>  Four-page guides to success for each grade in English and Spanish at <http://pta.org/content.cfm?ItemNumber=2909>  and K-12 parents guide to student success at <http://pta.org/files/Common%20Core%20State%20Standards%20Resources/2013%20Guide%20Bundle_082213.pdf> | * How might you use these with parents to help them support the Iowa Core? |

|  |  |  |
| --- | --- | --- |
| **3.2 Integrating Technology into Lessons or Units** | | |
| **If you want to learn about:** | **Then go to this source/URL:** | **Ponder these questions as you learn:** |
| Evaluating open source materials (rubrics) | <http://www.achieve.org/files/AchieveOERRubrics.pdf> | * What are two criteria that you think are the most important? |
| Exploring tech in the common core classroom | 22 videos at:  <https://www.teachingchannel.org/videos?page=1&categories=subjects_english-language-arts,subjects_english-language-learner-program,topics_common-core,topics_digital-literacy&load=1> | * What is an idea or two that you are excited about trying? |
| Understanding how the ELA standards connect to *technology integration* | CCSS standards value increased with tech use at  <http://commoncore.fcoe.org/sites/commoncore.fcoe.org/files/resources/SPIRAL%20FINAL.pdf>  Grade level suggestions of tech skills supportive of the ELA Core at <http://commoncore.fcoe.org/sites/commoncore.fcoe.org/files/resources/FCOE_TechSkills_Flowchart_2012.pdf> | * How does publishing, collaboration, evaluation, and integration from the CCSS ELA tie in with tech integration? |