

Got Catholic? Got Priority? Got Purpose?
Got Precision? Got Rigor? Got Character?

Considerations for Good Teaching in the
Catholic Schools



Steve Johnson

Catholic School Principals Institute, June 17, 2014

Santa Clara University

summer reading

Dave

VISIBLE LEARNING

A SYNTHESIS OF OVER
800 META-ANALYSES
RELATING TO ACHIEVEMENT



Dave



Visible Learning and the Science of How We Learn

John Hattie and Gregory Yates



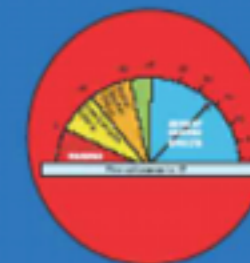
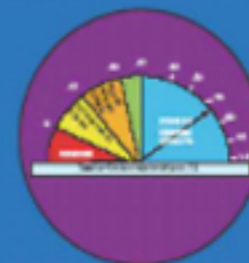
Dave

ROUTLEDGE

VISIBLE LEARNING FOR TEACHERS

MAXIMIZING IMPACT ON LEARNING

JOHN HATTIE



Susan

NEW YORK TIMES BESTSELLER

UPDATED AND EXPANDED

"The only way to do it right"
— *THE NEW YORK TIMES*

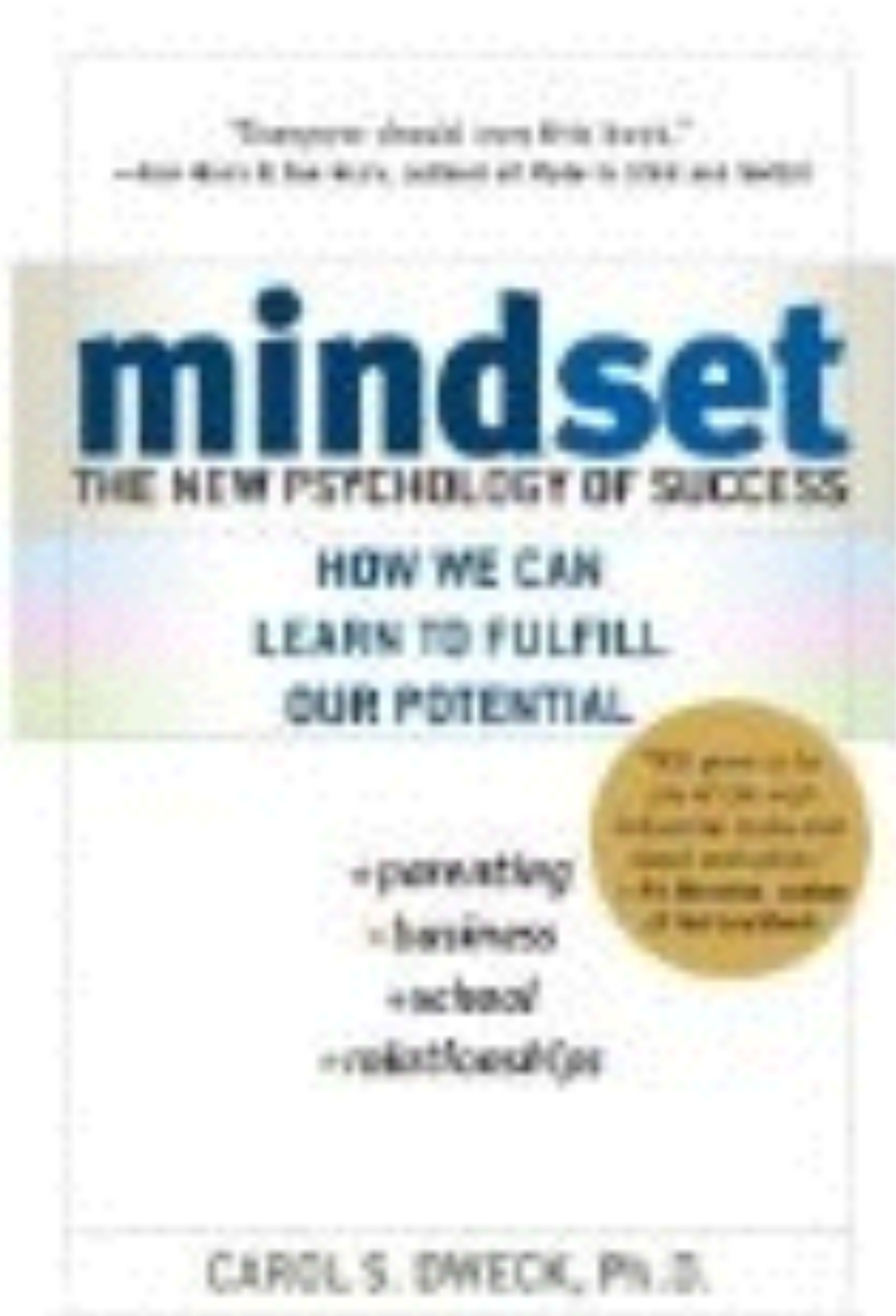
brain rules

11 PROVEN RULES FOR SURVIVING AND THRIVING
at Work, Home, and School

JOHN MEDINA



Susan



Susan

Voices Words

How Our Language Affects Children's Learning

PETER H. JOHNSTON

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my brain is full

got Catholic?

Elijah

*a cautionary tale for the
Catholic school principal*



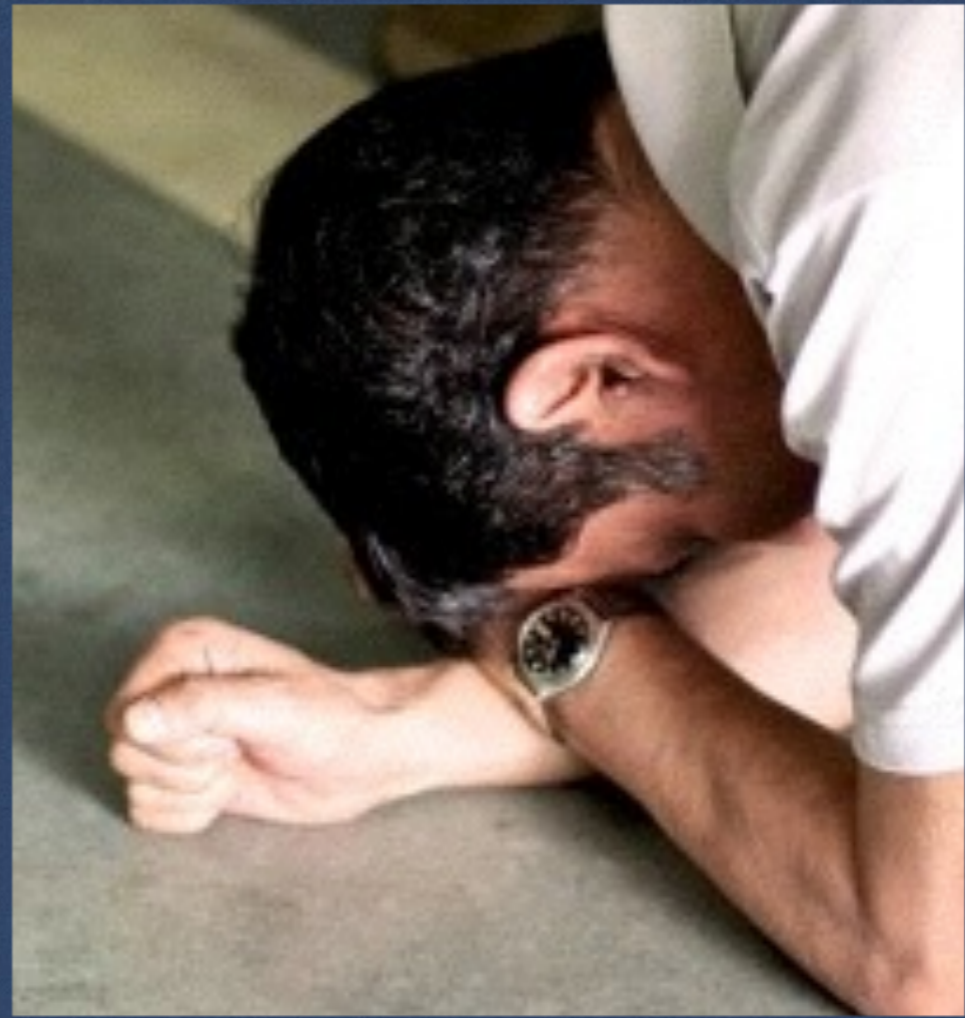
Elisha

*the call of the
Catholic school
principal*



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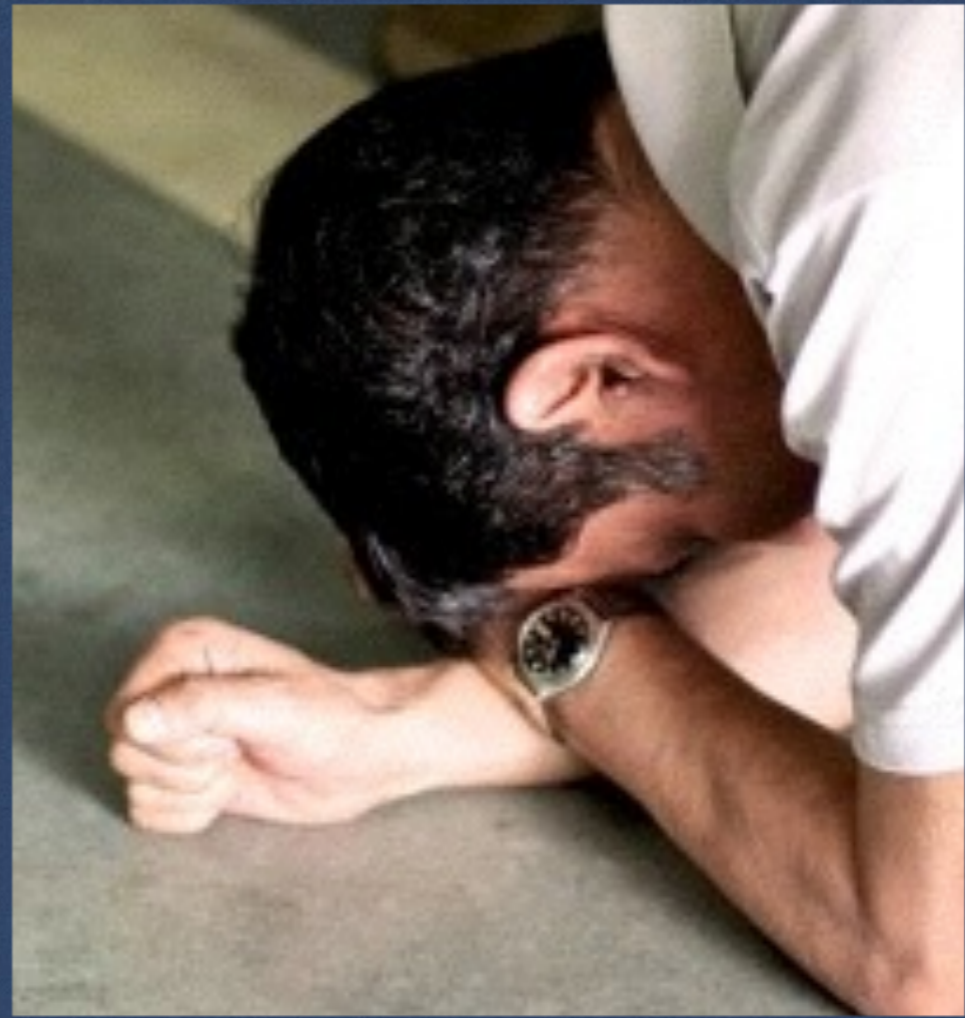
*I thought this was a
Catholic school?*



Catholic Identity

%

*I thought this was a
Catholic school?*



re-
propose


*the new
evangelization of the
Catholic school*




Steve



New
Evangelization



Passing
on the
Catholic Faith
Today



CARDINAL DONALD WUERL

Relator of the Synod of Bishops on the New Evangelization

In answer to the question, why the New Evangelization now? I think we can say with assurance that there is an awakening of the Spirit in the hearts of many people, young and not so young, **that the pretensions of the secular order are not able to satisfy the longings of the human heart.** We can profess with pride and conviction that the Gospel message continues to be the answer to our needs and the longings of today. We re-propose Christ as the answer to a world staggering under the weight of so many unanswered questions of the heart. At the very core, however, of our conviction is our faith. We proclaim this faith with renewed adherence, awakened conviction, and great joy: Christ has died, Christ is risen, and Christ will come again. For the first disciples who encountered the Risen Christ, life was never the same. The same is true for us, as Jesus's disciples in today's world. As agents of the New Evangelization, we are called to renew and deepen our faith, grow in confidence in its truth, and joyfully share it with others.

Wuerl, Cardinal Donald (2013-01-16). *New Evangelization: Passing on the Catholic Faith Today*. Our Sunday Visitor.

Catholic

*What are some compelling
questions of the human heart
that only faith can answer?*



Philosophy of the Catholic School

Acting in cooperation
with God's plan in time

Knowing what is important
and how to know it

Formation in faith, conscience,
and character to live with
oneself and others

Integral development of all
that makes us human

form in faith

habituate virtues

master core skills

growth humanities, arts, and sciences

develop academic, artistic, spiritual, physical

experience community

partner with parents

form in faith

habituate virtues

experience community

develop aca/art/ath/spir

partner with parents

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Catholic Parish Elementary Schools

PARTICIPANTS		PURPOSE		IMPLEMENTATION			RESULTS	
<i>Who is the program intended to serve?</i>	<i>Who is being served? Who is not being served?</i>	<i>What is the intent (desired results, objectives)?</i>	<i>How will you know the intent is being met?</i>	<i>What would it look like if the program were fully implemented?</i>	<i>To what degree is the program being implemented?</i>	<i>How is the implementation being measured?</i>	<i>How should implementation be measured?</i>	<i>What are the results?</i>
<p>Catholic families active in the parish</p> <p>Students who will significantly contribute to the life of the school</p>	strong supporters of Catholic education	Form in faith knowledge, practices, and beliefs	ACRE School behavior	Integration of religious instruction, prayer, and ministry.	Mostly	ACRE	ACRE PM of Benchmarks	
	active in parish; faith formation	Habituate virtues and choices based in Catholic moral teaching	School behavior, Survey data	Explicit teaching, coaching, practice and reflection.	Somewhat	Not	PM of Behavioral Benchmarks, Climate Surveys	
	can afford private education	Mastery of core academic skills in language arts, math, and technology	ITBS Benchmarks	Core instruction tied to benchmarks	Mostly	ITBS	ITBS PM of Benchmarks	
	wish to attend the target school because of its athletic, academic, social, artistic aesthetic, or safety features	Continuous growth in arts, humanities and sciences.	ITBS	CIP to match curriculum to students	Largely	ITBS	ITBS Portfolio/Exhibition Review	
	Catholics in parish who cannot afford the school, are outside the academic norm of the school, or have significant disability or language needs are generally excluded	Experience community evidencing gospel values	School behavior, Survey data	Inclusive school climate and behaviors	Somewhat	Not	Climate Surveys	
		Academic, athletic, artistic, and spiritual development	Survey data, School records	Students access and engage outside specialty areas	Somewhat	Not	Surveys Record Reviews	
	Educate with parents	Survey data	Collaboration	Somewhat	Not	Surveys		



CCSE Unveils National
Standards and Benchmarks
for Effective Catholic Elementary
and Secondary Schools

The Catholic School Standards

Lorraine Ozar

NCEA New Directions

NCEA New Directions

2014

University of Dayton

STREAM

CSPI

NCEA New Directions

June 22-24, 2015

Santa Clara University

Blended Learning



CCSE Unveils National
Standards and Benchmarks
for Effective Catholic Elementary
and Secondary Schools

The Catholic School Standards
Standard 7, page 11

Got priority?

Got purpose?

Got precision?

Got rigor?

Got priority?

PRIORITIZING

- fewer, clearer standards
- *unwrapping* and *prioritizing* standards
- focused units and assessments
- aligning tools, texts, toys, and techniques

Common Core State Standards

Shifts Reflected in the CBL Leadership Program

Shift 1

Outcomes drive instruction so every student is ready for college or a career at graduation from grade 12.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

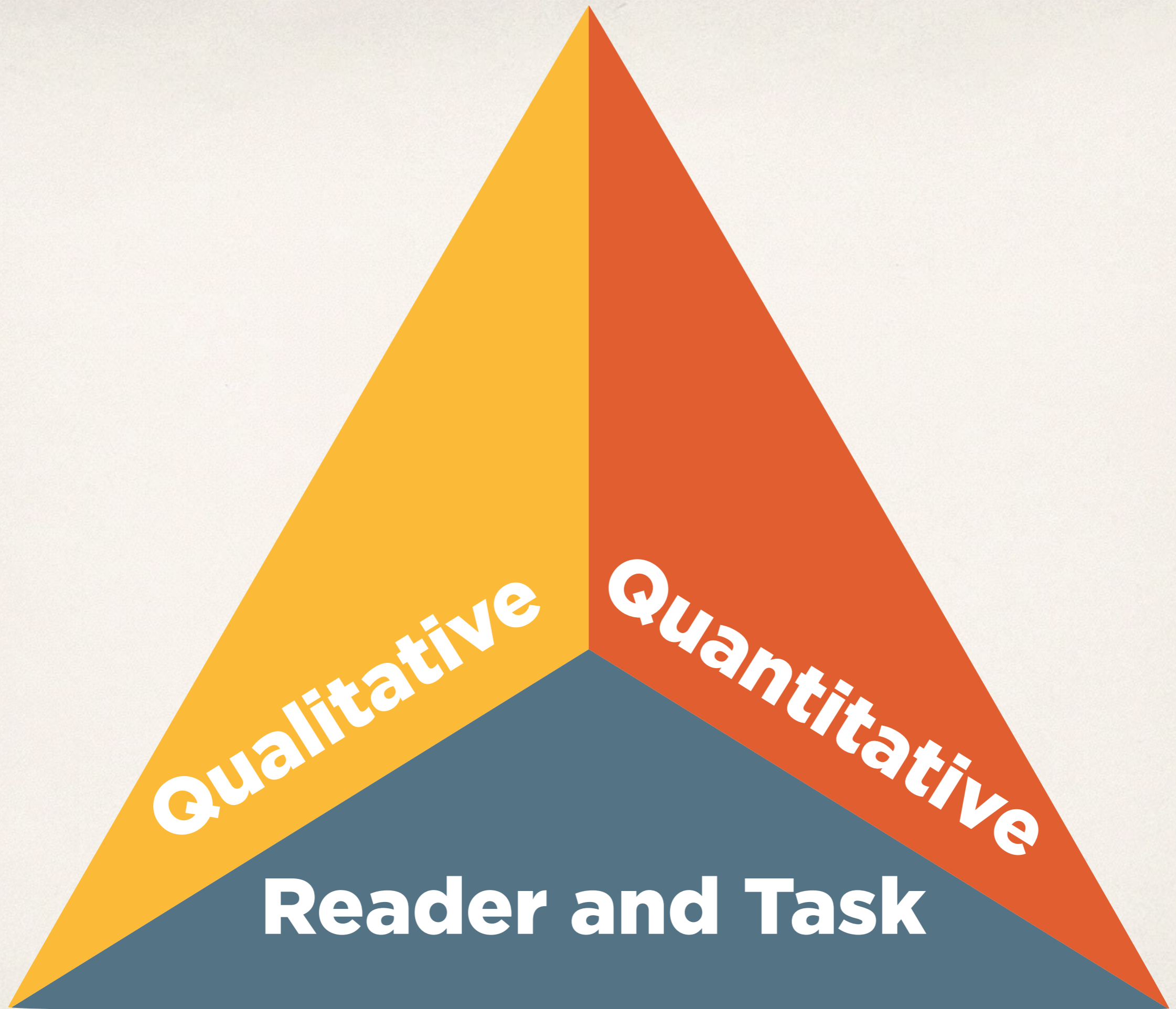
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Shift 2

Reading is at grade level and considers text qualitatively, quantitatively, and for reader and task.



Qualitative

Quantitative

Reader and Task

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

Shift 3

Focus on intensively teaching new words you can use many places [Tier 2 words].

- **Tier One words** are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- **Tier Two words** (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative, vary, formulate, specificity, and accumulate*), technical texts (*calibrate, itemize, periphery*), and literary texts (*misfortune, dignified, faltered, unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.
- **Tier Three words** (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava, carburetor, legislature, circumference, aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

Tier Two Words and Access to Complex Texts

Because Tier Three words are obviously unfamiliar to most students, contain the ideas necessary to a new topic, and are recognized as both important and specific to the subject area in which they are instructing students, teachers often define Tier Three words prior to students encountering them in a text and then reinforce their acquisition throughout a lesson. Unfortunately, this is not typically the case with Tier Two words, which by definition are not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher. What is more, many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.

Shift 4

Teach writing to 1) argue logically,
2) explain, and 3) tell a story
[somewhat]; the order used to be
reversed.

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures,

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Shift 5

Focus on the anchor standards in reading, writing and language [usually 10], and spiral vertically from grades 6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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 the 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.

Craft and Structure

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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, 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 approaches the authors take.

Range of Reading and Level of Text Complexity

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

Note on range and level of student reading

To become college and career ready, students must grapple with texts of exceptional craft and range whose range extends across cultures, and centuries. These texts offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should include from among seminal U.S. and world literature the classics of American literature, the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction, students steadily increasing sophistication gain a reservoir of knowledge and cultural knowledge, and images; the ability to analyze intricate arguments; and the capacity to surmount the challenges of complex texts.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

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 technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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.

Range of Writing

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.

Note on range of student writing

For students, writing is a process of asserting and conveying meaning, showing what they know, and showing what they have experienced and felt. To be college and career ready writers, students must be able to write for a range of tasks, purposes, and audiences, and to do so with careful consideration of the audience, the information, structure, and style, and to do so deliberately. They must be able to combine elements of different kinds of writing—such as narrative strategies and explanation with argumentation—to produce complex writing. They need to be able to use technology skills to produce, create, refine, and edit writing. They have to be able to gather information from multiple sources, and cite and report findings, and to do so in a clear and cogent manner. They must have the flexibility, confidence, and fluency to produce writing under a variety of circumstances, as well as the capacity to make improvements to their writing over multiple occasions and in different circumstances.

Shift 6

Put less emphasis on listening and speaking; put more emphasis on the form of language.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Shift 7

Map units and lesson plans to the reading and writing standards for literature, and for informational text - social studies and science.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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 the 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, or ideas develop and interact over the course of a text.

Craft and Structure

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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, 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 approaches the authors take.

Range of Reading and Level of Text Complexity

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

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

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 technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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.

Range of Writing

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.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. 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.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing in the Common Core

1. argumentative writing
2. informational/explanatory writing
3. narrative writing



WRITING

Clustering the Common Core

1.evidence

2.comprehension

3.connection

4.source

5.word

6.technology

7.conventions

8.reader

9.structure

Clustering the Common Core

1. evidence

evidence, argument, claim, analysis,

fact, conclude, compare / contrast, research

2. comprehension

meaning, context, comprehend

3. connection

connection, link, discussion

4. source

multiple, media, extended, source

5. word

words, phrases, syntax

Clustering the Common Core

6. technology

technology, digital media

7. conventions

conventions, punctuation, spelling

8. reader

reader, purpose

9. structure

sequence, character, theme, technique

Clustering the Common Core

1. evidence
2. comprehension
3. connection
4. source
5. word
6. technology
7. conventions
8. reader
9. structure

Grade 2, 5

“Unwrapping” the Standards

Unwrapping the standards is a proven technique that helps teachers and leaders identify from the language of the standards exactly what they need to teach their students. The process provides clarity as to what students must know and be able to do. When we take the time to analyze each standard and identify its essential concepts and skills, the result is more effective instructional planning, assessment, and student learning.

Step 1: Choose one **Priority Standard** to “Unwrap”

Step 2: Underline the key **Concepts** (important nouns and noun phrases) and circle or underline the **Skills** (verbs). Concepts are what students must know and the skills are what students must be able to do.

Step 3: Create a **Graphic Organizer** that represents the standard in its “unwrapped” state. List the Skills, the Concepts, and determine the level of rigor (Bloom’s or DOK).

Step 4: Determine **BIG Ideas** from the “unwrapped” standard. Big Ideas are the enduring understandings that stand the test of time and typically transcend content areas and learning situations.

Suggested BIG Ideas from an “Unwrapped” Grade 6 Math Standard

- 1) Understanding how to use common units of measure is a necessary math skill applicable to all areas of life.
- 2) Mathematical formulas provide shortcuts for verifying estimates and solving problems.
- 3) Standard and metric units of measure can be used interchangeably in daily applications.
- 4) Measurement strategies and tools can be used to solve problems involving geometric shapes.

Step 5: Write **Essential Questions** that hook students and guide inquiry. Big Ideas are the answers to the Essential Questions. EQs focus instruction on the “unwrapped” standard, align with assessment, and lead students to discover the Big Ideas on their own.

Steve

SCHOLASTIC

GRADES 4-8

The **Essential Questions**
Handbook

LANGUAGARTS

MATH

SOCIAL STUDIES

SCIENCE

Hundreds of Guiding Questions That Help You Plan and Teach Successful Lessons in the Content Areas

Got purpose?

Instruct

Teach for successful demonstration of a priority standard.

Initial Instruction

Acquisition -
Fluency -
Maintenance -
Generalization

Learning Hierarchy

Extend

Teach for higher learning of a priority standard.

Instruction for depth and complexity

Remember -

Understand -

Apply -

Analyze -

Evaluate -

Create -

Revised Bloom's Taxonomy

Remediate

Re-teach for successful demonstration of an unmet priority standard.

Re-instruction

Curriculum

Conditions

Consequences

Coaching

Compensate

Teach for alternative demonstration of a priority standard.

Alternative Instruction

How else?

When else?

Where else?

What else?

Intervention

Teach with standardized protocols for a priority standard.

Instructional Sequence

Effective

Efficient

Socially Valid

Enrichment

Teach beyond a met priority standard.

Further Instruction

Further and faster

More generous

More valuable

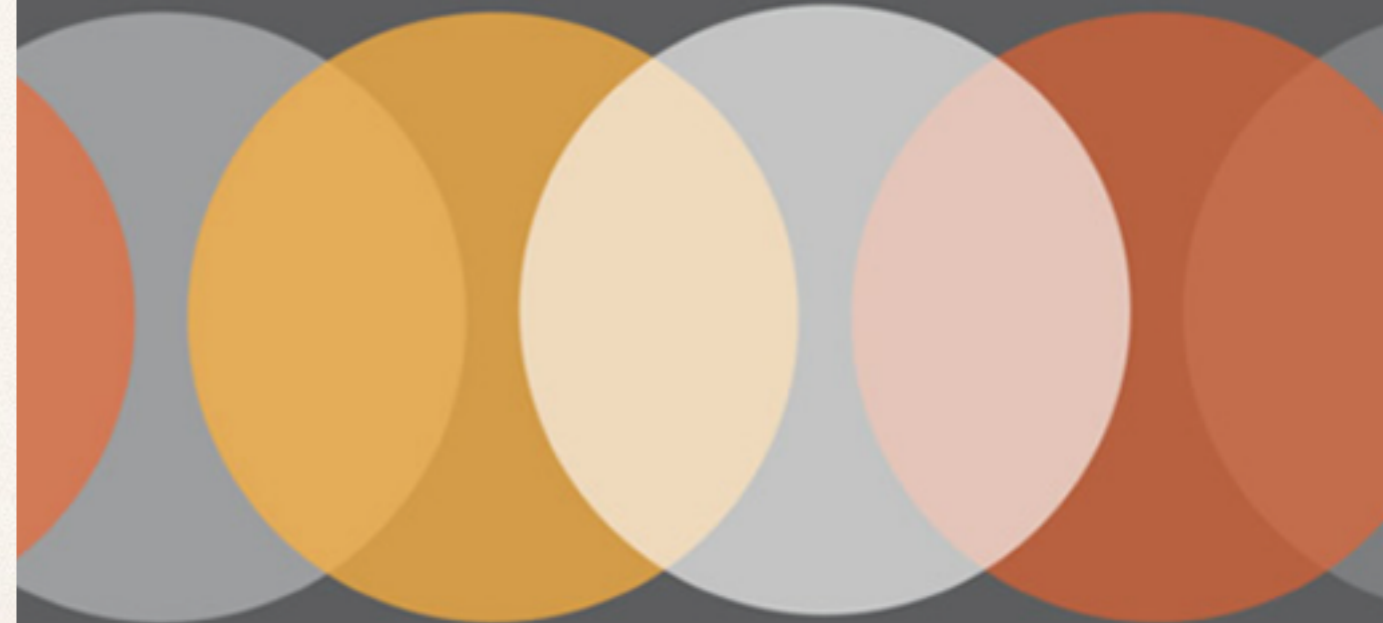
Steve

The
CORE SIX

Essential Strategies

for Achieving Excellence

with the **Common Core**



Harvey F. Silver | R. Thomas Dewing | Matthew J. Perini

FOREWORD BY HEIDI HAYES JACOBS

Core Six

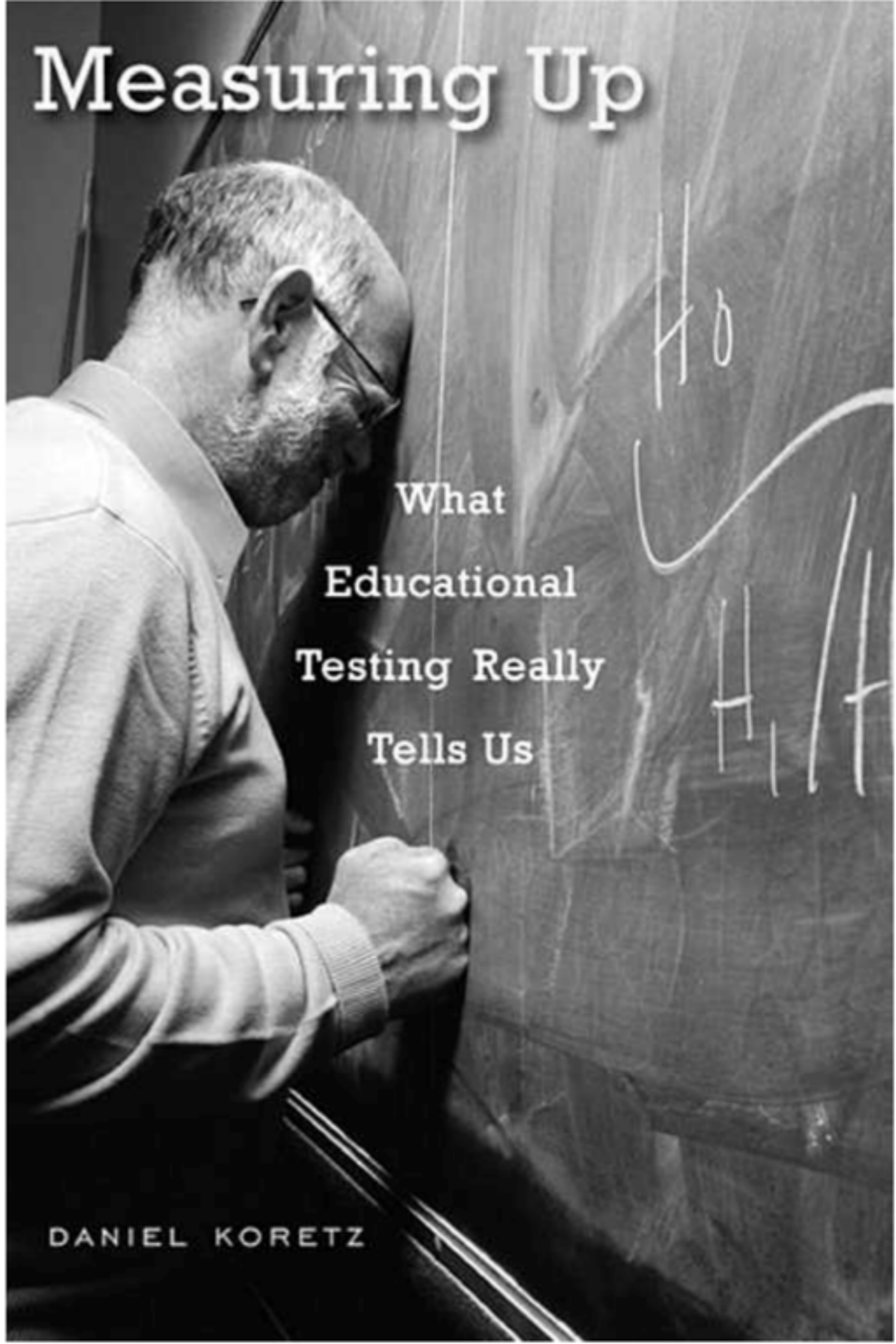
- Reading for Meaning
- Compare and Contrast
- Inductive Learning
- Circle of Knowledge
- Write to Learn
- Vocabulary Code [connect, organize, deep process, exercise]

Steve

Measuring Up

What
Educational
Testing Really
Tells Us

DANIEL KORETZ



Steve

HOPE
AGAINST
HOPE

Three Schools, One City, and the
Struggle to Educate America's Children

SARAH CARR

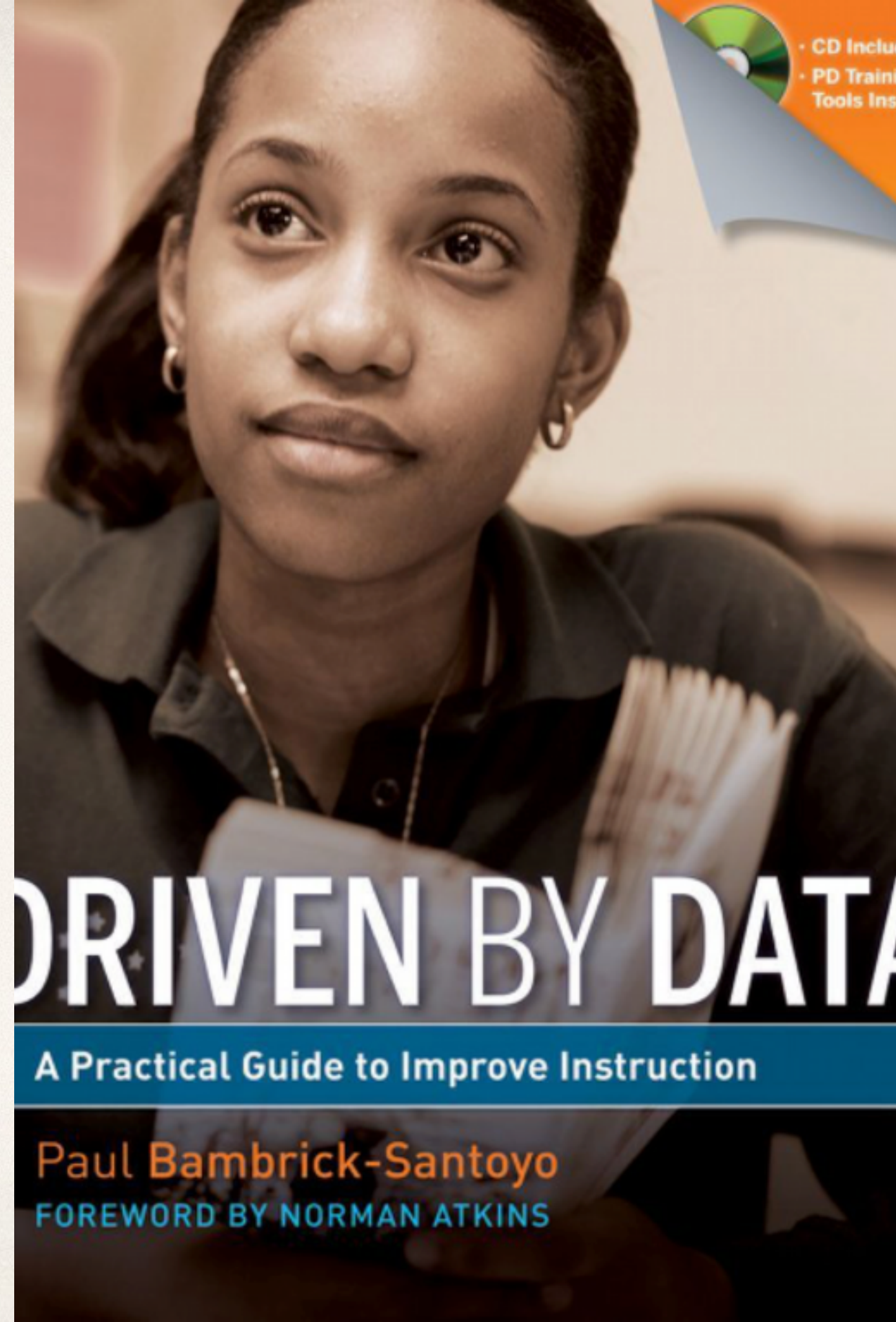


Got precision?

Precision

- Teaching for purpose
- *Assessment as learning drives instruction*
- Progress monitoring
- Data decision rules

Steve



CD Included
PD Training
Tools Included

DRIVEN BY DATA

A Practical Guide to Improve Instruction

Paul Bambrick-Santoyo

FOREWORD BY NORMAN ATKINS

Got rigor?

WHAT IS RIGOR?

Rigor refers to a level of difficulty and the ways in which students apply their knowledge through higher ordered higher-thinking skills. Rigor also means the reaching for a higher level of quality in both effect and outcome.

-Larry Ainsworth

WHAT IS RIGOROUS CURRICULUM?

A rigorous curriculum is an inclusive set of intentionally aligned components
clear learning outcomes
with matching assessments,
engaging learning experiences,
and instructional strategies—
organized into sequenced units of study.

-Larry Ainsworth

Prioritizing the **Common Core**

*Identifying Specific Standards
to Emphasize the Most*

▶ LARRY AINSWORTH ◀

Steve

RIGOROUS READING

5 Access
Points for
Comprehending
Complex Texts
■ ■ ■ ■ ■



NANCY
FREY
=
DOUGLAS
FISHER

FOREWORD BY

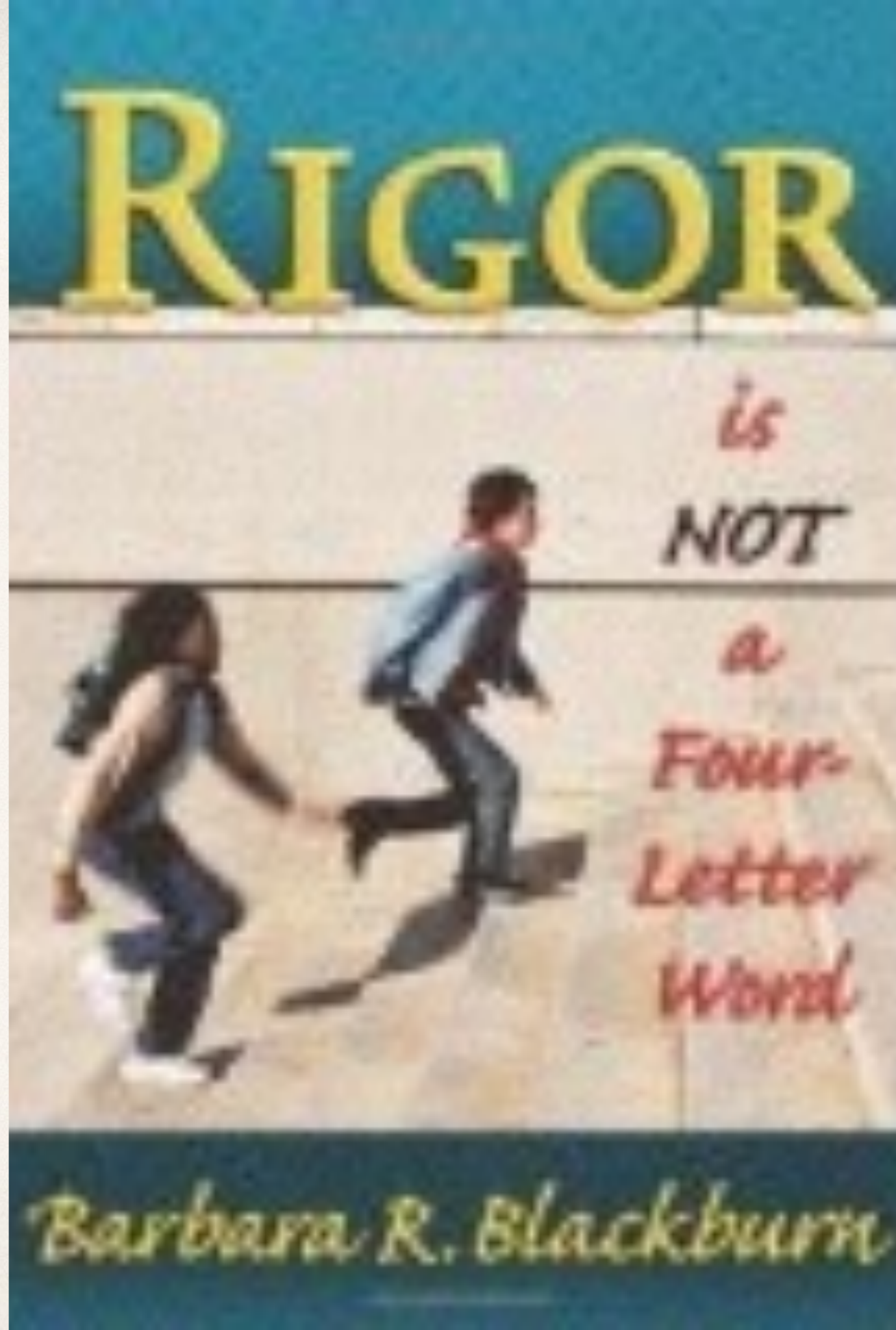
P. DAVID
PEARSON

QR Codes
with Access to
Video Footage

Access Points

- ✦ *purpose and modeling*
- ✦ *close reading and scaffolding reading instruction*
- ✦ *collaborative conversations*
- ✦ *independent reading staircases*
- ✦ *demonstrating understanding and assessing performance*

Steve

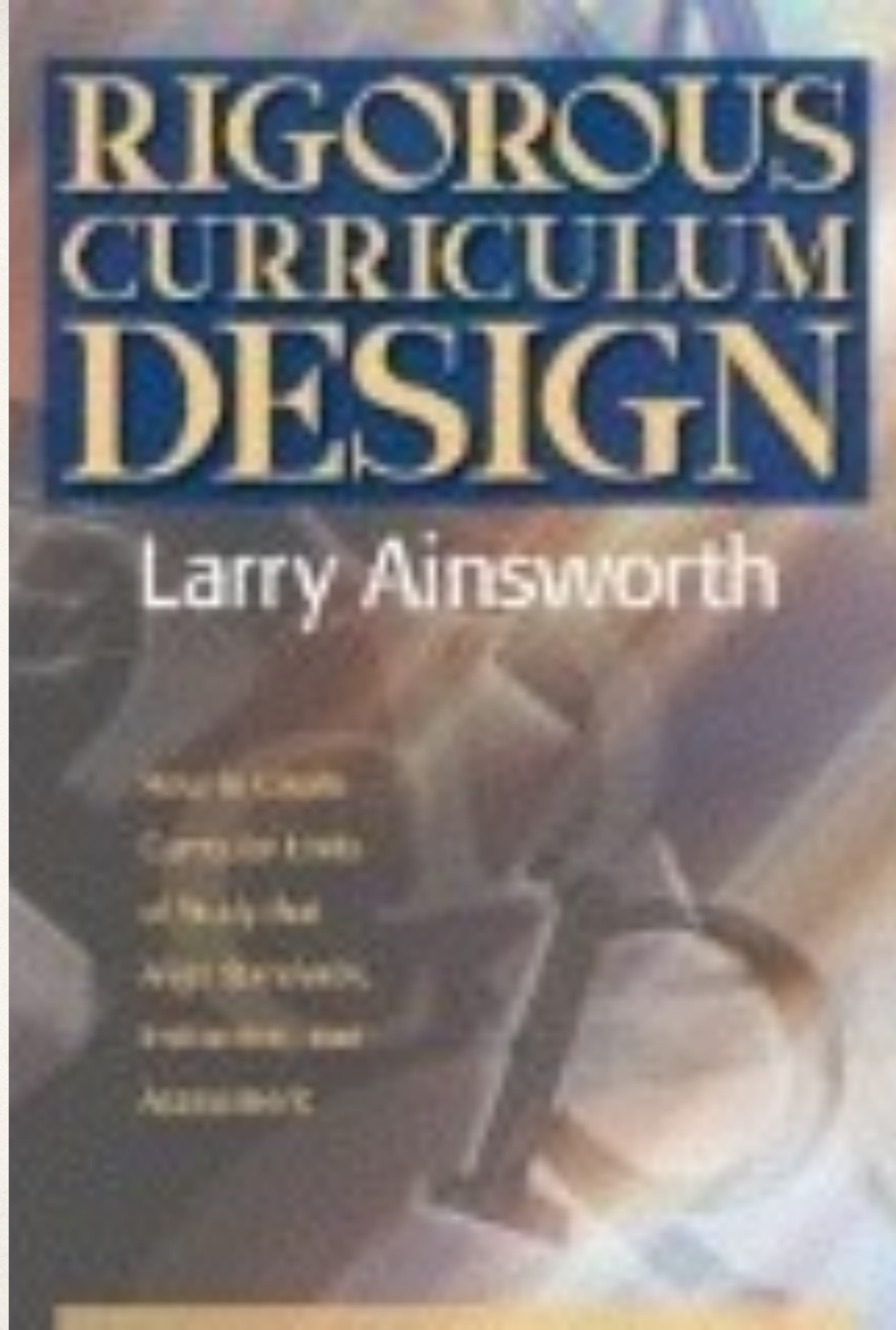


Steve

RIGOROUS CURRICULUM DESIGN

Larry Ainsworth

How to Create
Curriculum Frameworks
of Quality that
Meet Standards,
Improve Learning,
and
Assess



GOT CHARACTER?

THE CHARACTER QUESTION

Is it just a figment of our aspirations?

THE LOST WALLET

they were all returned in Norway
half were never ever seen again in
Dayton

DAVID DESTENO

- 87 out of 94 assigned themselves the easy task and the other person the difficult task
- when judging their own behavior 4.5 vs. someone else engaging in the same behavior 3.1 on Likert scale extremely unfairly [1] to extremely fairly [7]
- no difference if a digit memorization task was required first

CHARACTER EDUCATION?

nurturing of admirable

- traits,
- attitudes,
- outlooks and
- value commitments

CHARACTER EDUCATION

- Model and teach virtues
- Teach through subject matter
- Manage behavior: at our best
- Teach with integrity: tentativeness and rigor
- Teach behavior
- Teach empathy, friendship, skills, kindness
- Use class meetings and structures
- Create a school, a community of character

JAMES REST

4 Component Theory of Morality

- moral sensitivity,
- moral motivation,
- moral reasoning,
- moral action

LAWRENCE BLUM

development and reflective
motivations of everyday moral
exemplars and heroes

WILLIAM DAMON

moral emotions

role of expectations and performance

WILLIAM DAMON ANNE COLBY

- *Some Do Care*
- demystifying heroism
- role models inspire people to a sense of mission that translates into moral commitment and leadership

COURAGE

staying on mission regardless of emotion
or obstacle

Products from Workshop

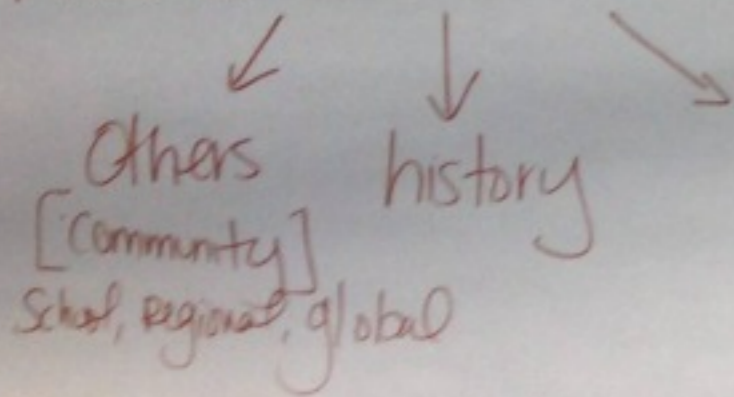
Why am I here?

What am I supposed to do with what I am?

Who & how should I be in the world today?

Experiences to reflect

How am I connected...?



Grade 2 + Inf. text → "determine the meaning of words + phrases in a text..."

Skills

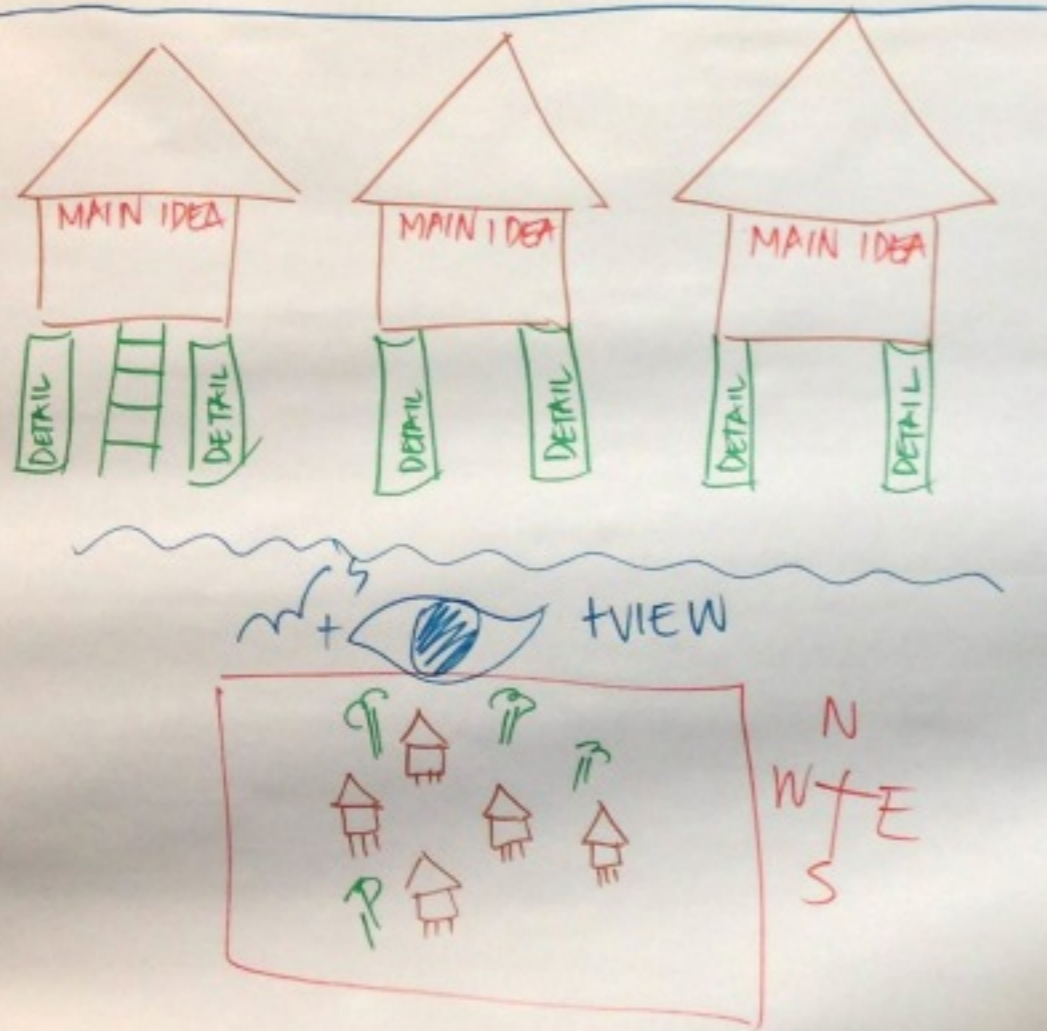
Concepts

Rigor

- use context clues
- use pictures
- ask ?'s:
who? what? when?
etc
- predictions,
confirm predictions

Will non-Catholics go to heaven?

From K-2: Why can't I have
(receive) Communion?



How do I talk to God?

Why was (grandma/pa,
brother/sis) taken away?

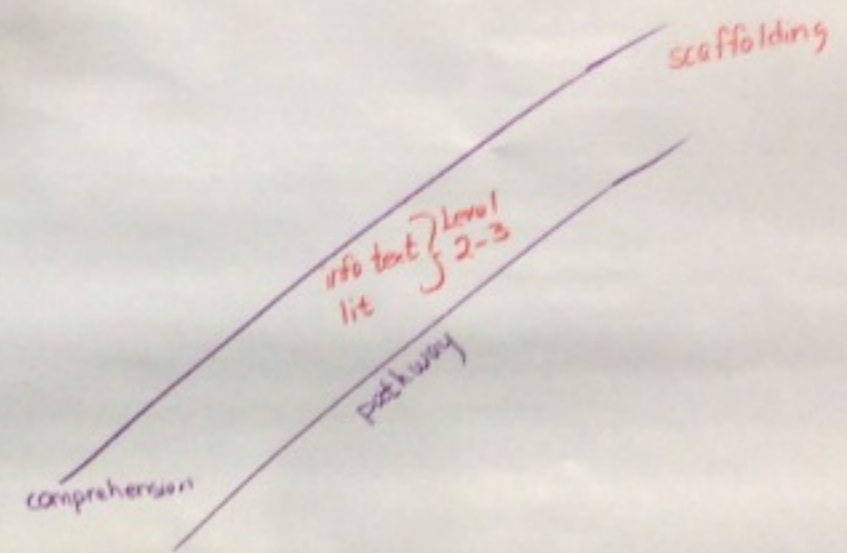
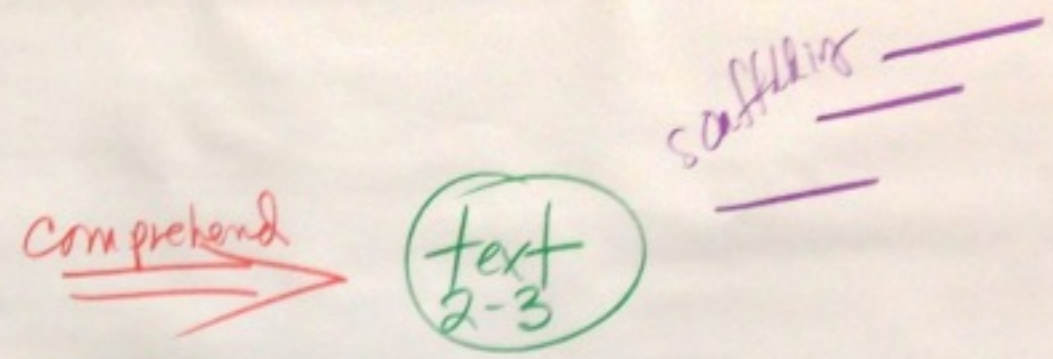
Why do bad things happen
to good people?

Why do we have to do
service?

Where do I go when I die?

Do pets go to heaven?

1. Why are we here?
2. How can I contribute?
3. What is my role in bringing to life the kingdom?
4. How & what do we do so that all students feel a reflection of God's love through the school staff?
5. How does our community live out the great commandment?
6. What is our purpose?
7. Why do we serve?



Who is God?

What is the reason for our existence?

What makes us a good human being?

What does love look like?

Where did I come from?

What happens when we die?

Why does what I do matter?

Is there a heaven?

Why do bad things happen to good people?

What does it mean to "turn the other cheek"?

Gr 2.6
Informational
text

