

# Common Core for the Not-So-Common Learner



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# Agenda



- Address the Common Core State Standards (CCSS) through the lens of working with diverse learners
- Explore both broad-based and specific strategies for meeting the Standards with all students
- Emphasize the importance of collaboration among the members of a school community

# Design and Organization



## Three main sections

- K–5 (cross-disciplinary)
- 6–12 English Language Arts
- 6–12 Literacy in History/Social Studies, Science, and Technical Subjects

## Shared responsibility for students' literacy development

## Three appendices

- A: Research and evidence; glossary of key terms
- B: Reading text exemplars; sample performance tasks
- C: Annotated student writing samples

# Design and Organization

## College and Career Readiness (CCR) anchor standards

- Broad expectations consistent across grades and content areas
- Based on evidence about college and workforce training expectations
- Range and content

### 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.

#### Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

\*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

#### Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works 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 be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary fiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

# Design and Organization

## K–12 standards

- Grade-specific, end-of-year expectations
- Developmentally appropriate, cumulative progression of skills and understandings
- One-to-one correspondence with CCR standards

### Reading Standards for Literature 6–12

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
<b>Key Ideas and Details</b>		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author's geographic location or culture affects his or her perspective.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.
<b>Integration of Knowledge and Ideas</b>		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<b>Responding to Literature</b>		
11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

# Three Key Questions

WHY



WHAT



HOW

# WHY?



***Why must we implement the CCSS  
with diverse learners?***

# WHAT?



***What curricula—subject matter and topics of instruction—will instructional specialists (ESL, Literacy, Special Education, AIS) need to support students' success with the CCSS?***

# HOW?



***How will teachers be able to help diverse learners meet the benchmarks set by the CCSS?***

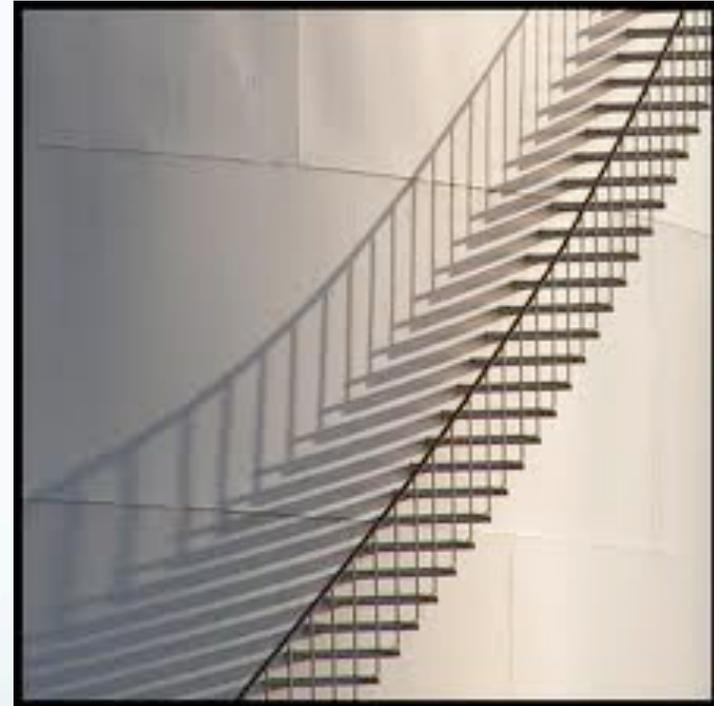
# New Terminology

- New Language Arts Progressions (formerly English as a Second Language Learning Standards)
- Home Language Arts Progressions (formerly Native Language Arts Learning Standards)



# 5 Levels of Language Progressions

- **Entering**
- **Emerging**
- **Transitioning**
- **Expanding**
- **Commanding**



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**engage<sup>ny</sup>**

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**Our Students. Their Moment.**

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<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

## NEW LANGUAGE ARTS PROGRESSIONS

(ESL/New Language)

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		<b>MAIN ACADEMIC DEMAND</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
<b>Common Core Grade 4 Standard (RL.4.3):</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Describe a Character, Setting, or Event, Using Specific Details</i>				
5 Levels of Language Development	<b>Entering</b>	<b>Emerging</b>	<b>Transitioning</b>	<b>Expanding</b>	<b>Commanding</b>	
<b>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</b>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>L.</b> Organize <i>pre-taught words</i> on a <i>story map</i> to identify characters, settings and events, as teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>L.</b> Organize <i>pre-identified words and phrases</i> on a <i>story map</i> to identify characters, settings and events, as teacher reads aloud in <i>partnership and/or small groups</i>	<b>L.</b> Organize a <i>bank of phrases and short sentences</i> on a <i>partially completed story map</i> to identify characters, settings and events, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>L.</b> Organize a <i>glossary of sentences</i> on a <i>story map</i> to identify characters, settings and events, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>L.</b> Organize <i>information independently</i> on a <i>self-created story map</i> to identify characters, settings and events, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>R.</b> Highlight <i>pre-taught words</i> in a story/drama to identify <i>two or more</i> details about a character, setting or event	<b>R.</b> Highlight <i>pre-identified words and phrases</i> in a story/drama to identify <i>two or more</i> details about a character, setting or event	<b>R.</b> Highlight a <i>bank of phrases and short sentences</i> in a story/drama to identify <i>multiple</i> details about a character, setting or event	<b>R.</b> Highlight a <i>glossary of sentences</i> in a story/drama to identify <i>multiple</i> details about a character, setting or event	<b>R.</b> Highlight <i>information independently</i> in a story/drama to identify <i>multiple</i> details about a character, setting or event
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

5 Levels of Language Development	Entering	Emerging	Transitioning	Expanding	Commanding
<b>PRODUCTIVE</b>  <b>Oracy and Literacy Links</b>	<p>S. Use <i>pre-taught words to complete sentence starters</i> that describe in depth a character, setting or event, in <i>partnership and/or teacher-led small groups</i></p>	<p>S. Use <i>pre-identified words and phrases to complete sentence starters</i> that describe in depth a character, setting or event, in <i>partnership and/or small groups</i></p>	<p>S. Use <i>a bank of phrases and short sentences</i> and the <i>previously completed story map and highlighted text</i> to describe in depth a character, setting or event, in <i>partnership, small group and/or whole class settings</i></p>	<p>S. Use <i>a glossary of sentences</i> and the <i>previously completed story map and highlighted text</i> to describe in depth a character, setting or event, in <i>partnership, small group and/or whole class settings</i></p>	<p>S. Use the <i>previously completed story map and highlighted text</i> to <i>independently</i> describe in depth a character, setting or event, in <i>partnership, small group and/or whole class settings</i></p>
	<p>W. Use <i>pre-taught words to complete a cloze paragraph</i> that describes a character, setting or event, using <i>two or more</i> details</p>	<p>W. Use <i>pre-identified words and phrases to complete cloze paragraphs</i> that describe a character, setting or event, using <i>two or more</i> details</p>	<p>W. Use <i>a bank of phrases and short sentences</i> and the <i>previously completed story map</i> to <i>write a short essay</i> that describes a character, setting or event, using <i>multiple</i> details</p>	<p>W. Use <i>a glossary of sentences</i> and the <i>previously completed story map</i> to <i>write an essay</i> that describes a character, setting or event, using <i>multiple</i> details</p>	<p>W. Use the <i>previously completed story map</i> to <i>independently write an essay</i> that describes a character, setting or event, using <i>multiple</i> details</p>
	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

**Common Core Grade 4 Standard (RL.4.3):** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**GRADE LEVEL ACADEMIC DEMAND**  
*Describe a Character, Setting, or Event,  
 Using Specific Details*

**Linguistic Demands:** words, phrases and forms that describe characters, settings, and events. The following are some examples in English that may vary based on the language of instruction. In the first three levels, students can approach these linguistic demands in their new and/or home language.

**Receptive:**

- Identify adjectives, adverbs, nouns, verbs and phrases that describe a character, setting or event.
- Identify sequence words and places that refer to the setting and when an event took place.

**Productive:**

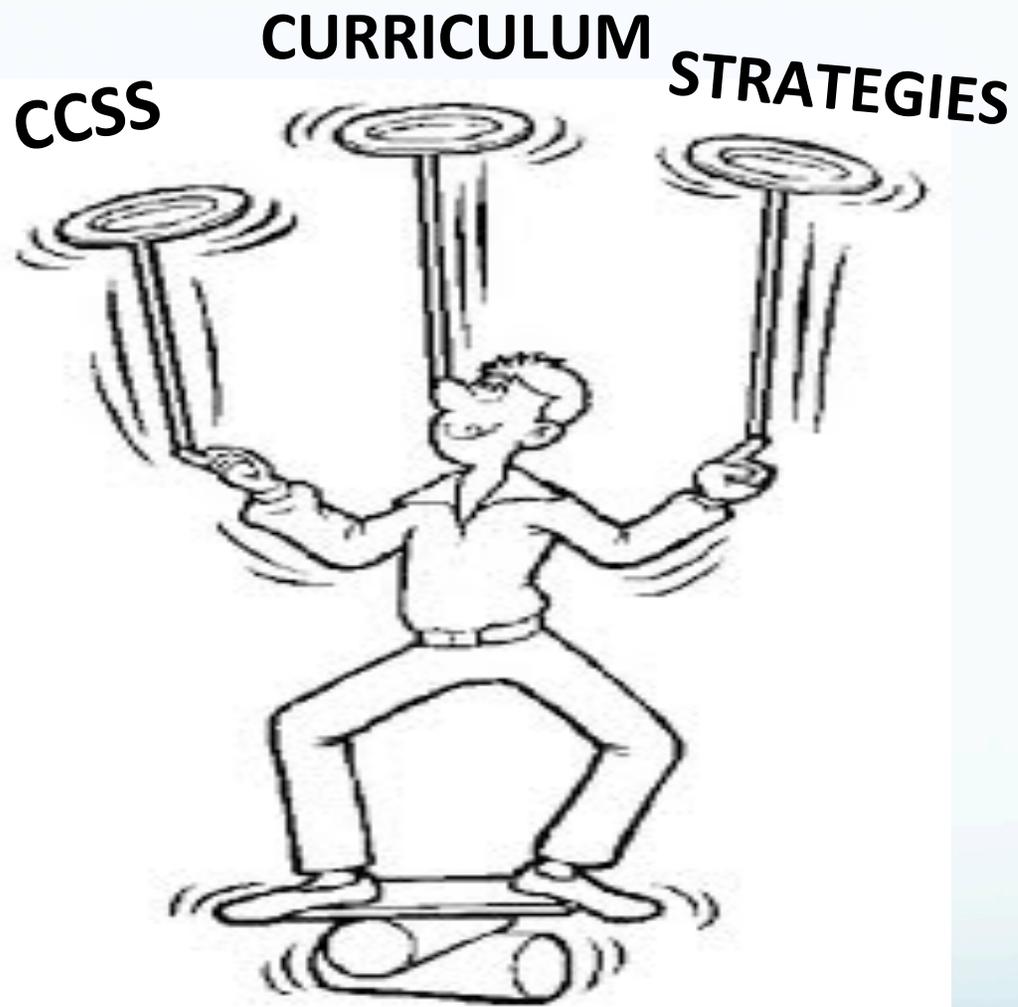
- Use pronouns, adjectives and verbs to describe characters, settings and events.
- Synthesize information from various parts of the text.

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>The snow <u>fell</u> for <i>three days</i>, though <i>after the first day</i> it was not as thick and the wind <u>quieted down</u>. <i>Sometimes</i>, Aaron felt that there <u>could</u> never <u>have been</u> a <i>summer</i>, that the snow <u>had always fallen</u>, <i>ever since</i> he could remember. <b>He, Aaron</b>, never <u>had</u> a father or mother or sisters. <b>He</b> <u>was</u> a snow child, <u>born</u> of the snow, and so was <b>Zlateh</b>. <b>It</b> was so quiet in the hay that <b>his</b> ears <u>rang</u> in the stillness. <b>Aaron</b> and <b>Zlateh</b> <u>slept</u> <i>all night</i> and a good <i>part of the day</i>. As for <b>Aaron’s</b> dreams, <b>they</b> were all about warm weather. <b>He</b> <u>dreamed</u> of green fields, trees covered with blossoms, clear brooks, and singing birds. By <i>the third night</i> the snow <u>had stopped</u>, but <b>Aaron</b> did not dare to find <b>his</b> way <i>home</i> in the darkness. The sky <u>became</u> clear and the moon <u>shone</u>, <u>casting</u> silvery nets on the snow. <b>Aaron</b> <u>dug</u> his way out and <u>looked</u> at the world. <b>It</b> was all white, quiet, dreaming dreams of heavenly splendor. The stars were large and close. The moon swam in the sky as in a sea.</p> <p>Source: Singer, Isaac Bashevis. "Zlateh the Goat." Zlateh the Goat and Other Stories. New York: HarperCollins, 2001. CCSS Appendix B (p. 64).</p>	<ul style="list-style-type: none"> <li>• Analyze in small group or whole class discussions how to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.             <ul style="list-style-type: none"> <li>○ <b>Use pronouns (in bold)</b> to determine the character in a sentence:                 <ul style="list-style-type: none"> <li>▪ Ex. 1: "<b>He</b> was a snow child, born of the snow, and so was Zlateh." In this sentence, "<b>he</b>" refers to <b>Aaron</b>, and the details that follow contain information about his character.</li> <li>▪ Ex. 2: "<b>It</b> was all white, quiet, dreaming dreams of heavenly splendor." The pronoun "<b>it</b>" shows that the sentence does not pertain to Aaron, but to the setting. This is a good example, because the sentence contains personification which might be confusing ("dreaming dreams of heavenly splendor").</li> </ul> </li> <li>○ <b>Use sequence and signal words (in italics)</b> that refer to the setting and when an event took place: (i.e. <i>third night; three days; Ever since</i> can be associated with <i>since then</i>).</li> <li>○ <b>Use verbs (underlined)</b> to find the events in the story: verbs that convey a major event in the story.</li> </ul> </li> <li>• <b>Relating characters, settings, and events will help students synthesize the information</b> they read, and help them understand how the elements of a story are interconnected.</li> </ul>

# Application to English Learners and Students with Disabilities





## **A Balancing Act**

# The *New* Three Rs

Inspired by Rigor/Relevance Framework,  
the International Center for Leadership in Education

- **Rigor**
- **Relevance**
- **Research**





# What is **Not** Covered by the Standards

- “The Standards define what all students are expected to know and be able to do, not how teachers should teach.”
- They “do not define the intervention methods or materials necessary to support students who are well below . . . grade-level expectations.”
- “It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners.” (p. 4)

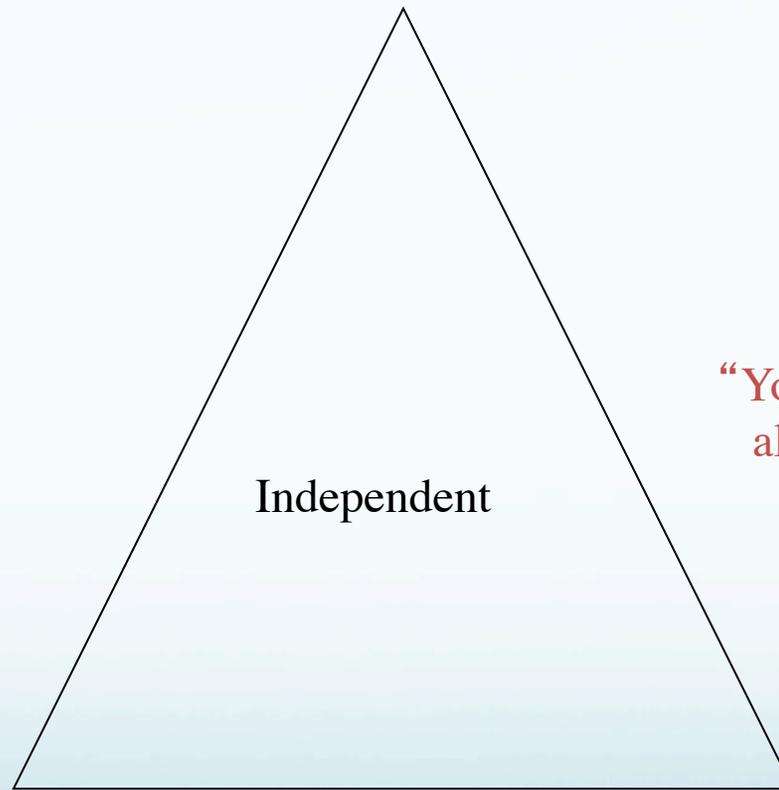
# General Strategy Instruction

Framework For *Gradual Release of Responsibility*



# In some classrooms ...

TEACHER RESPONSIBILITY



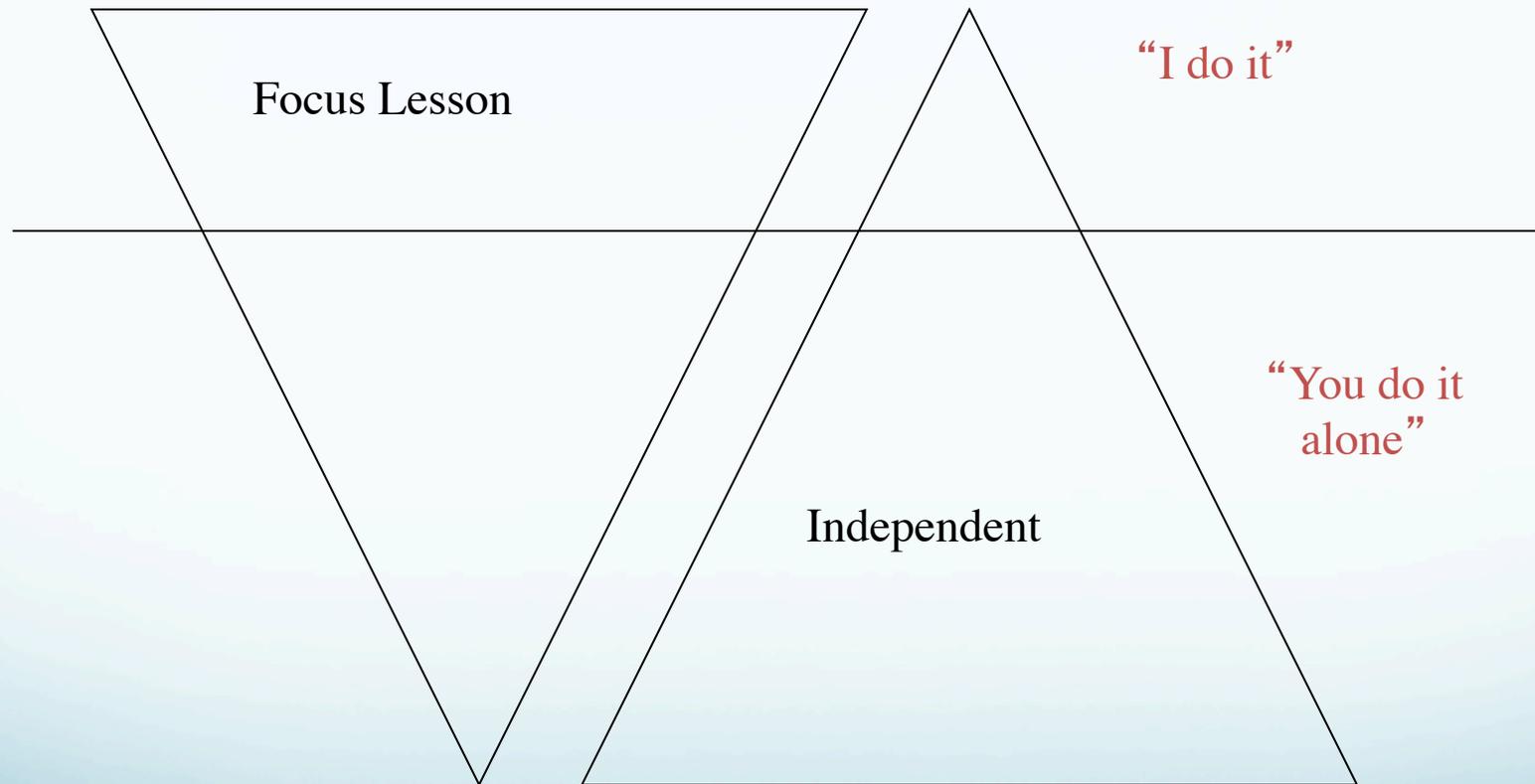
Independent

“You do it  
alone”

STUDENT RESPONSIBILITY

# In some classrooms ...

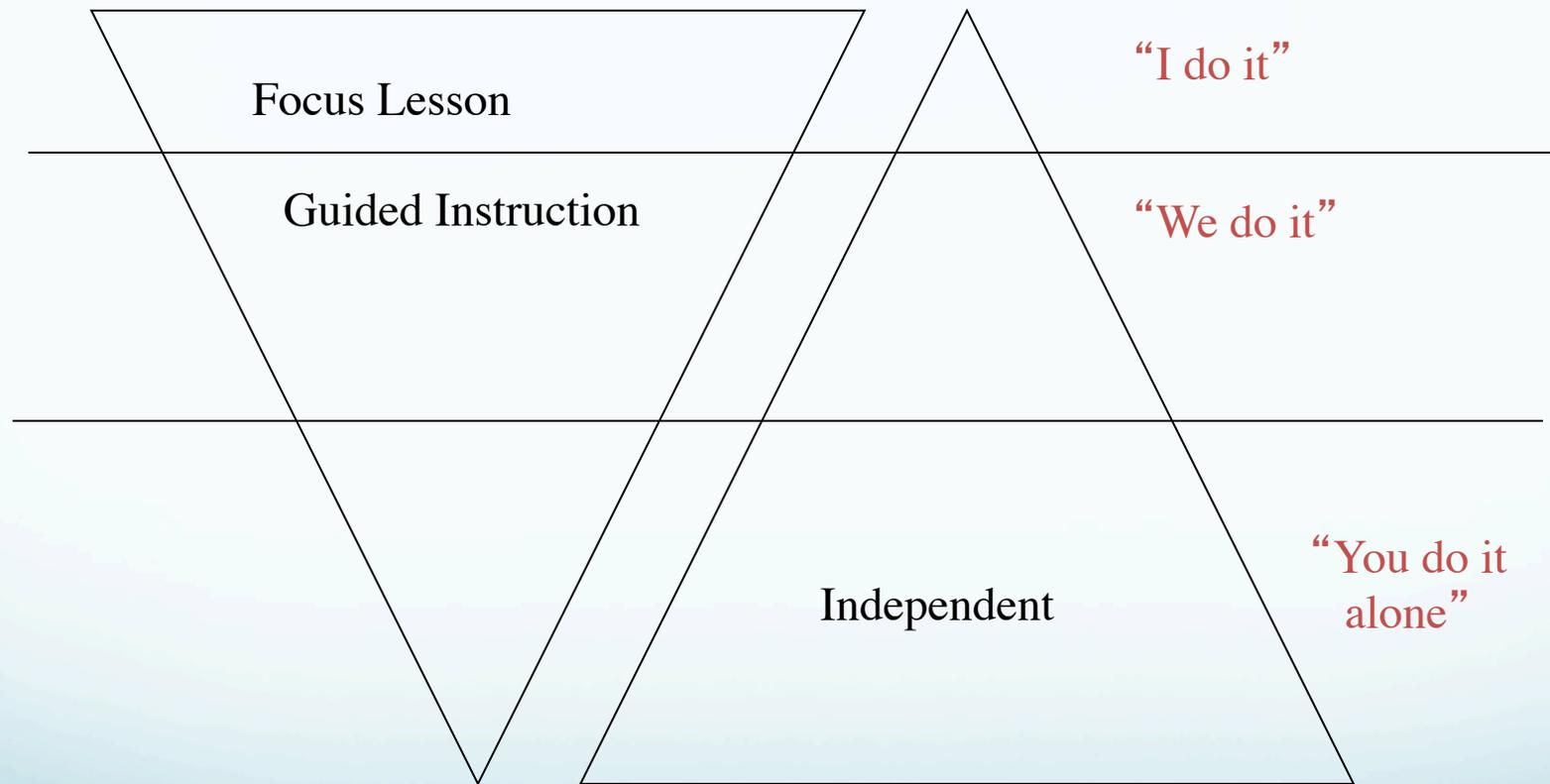
TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

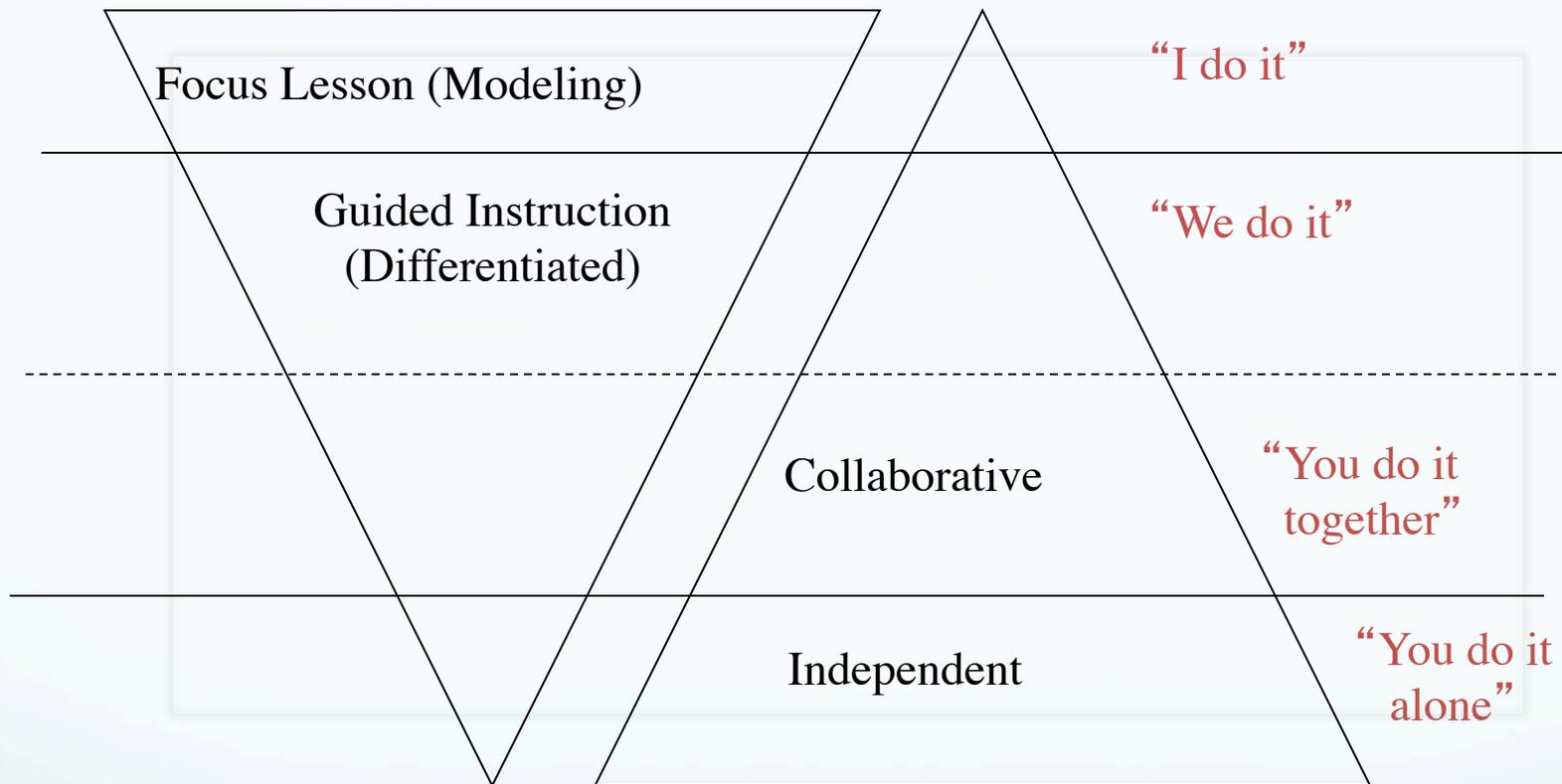
# And in some classrooms ...

## TEACHER RESPONSIBILITY



## STUDENT RESPONSIBILITY

## TEACHER RESPONSIBILITY



## STUDENT RESPONSIBILITY

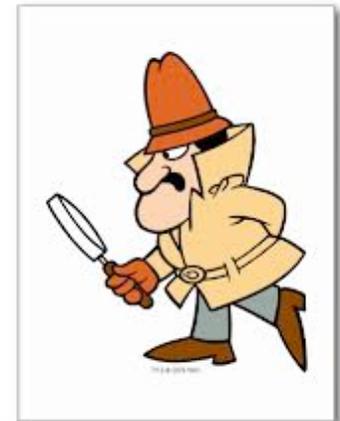
### *A Structure for Instruction that Works*

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD

# “Look Fors”

## Common Core Aligned Instruction for Diverse Learners

- Attention to Language Standards in *All* Classes
- Integration of four language skills – listening, speaking, reading, writing
- Opportunity to learn via student engagement
- Student-centered lesson design
- Clarity of learning targets and use of formative assessment



# LANGUAGE

CCRAS 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The logo features the text "I ♥ ENGLISH" in a black, serif font. The word "I" is positioned to the left of a red heart symbol, and the word "ENGLISH" is positioned below the heart. The entire logo is set against a white rectangular background.

I ♥ ENGLISH

# Grades K-2 Expectations

## Kindergartners:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.

## Grade 1 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

## Grade 2 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

# Grades 3-5 Expectations

## Grade 3 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.\* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

## Grade 4 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

## Grade 5 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.\* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

# 6-12 Expectations

## Grade 6 students:

## Grade 7 students:

## Grade 8 students:

### Conventions of Standard English

- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li><li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li><li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li><li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li><li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li><li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li><li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li><li>b. Form and use verbs in the active and passive voice.</li><li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li><li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li></ol></li></ol> |
|---|---|---|

## Grades 9–10 students:

## Grades 11–12 students:

### Conventions of Standard English

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Use parallel structure.*</li><li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li><li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li></ol></li></ol> |
|--|---|

# Academic Language Focus

- Word-level
- Sentence-level
- Text-level



## WIDA Features of Academic Language



**Discourse**

Amount of speech/written text  
Structure of speech/written text  
Density of speech/written text  
Organization and cohesion of ideas (thinking)  
Variety of sentence types



**Sentence**

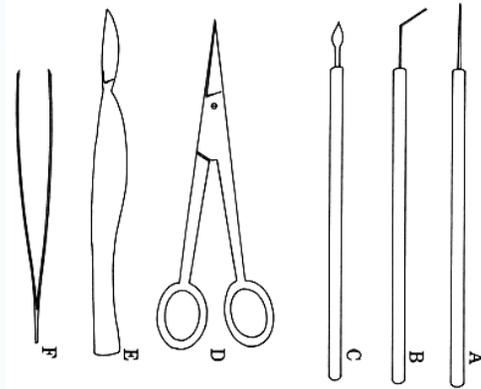
Types and variety of grammatical structures  
Conventions, mechanics, and fluency  
Match of language forms to purpose/  
perspective



**Word/  
Phrase**

General, specific, and technical language  
Multiple meanings of words and phrases  
Formulaic and idiomatic expressions; collocations  
Nuances and shades of meaning

# Sentence Dissection



**AKA Juicy Sentences**  
**(Inspired by Lily Wong Fillmore)**

**Juicy Sentence:** *Each night, Mother Bat would carry Stellaluna clutched to her breast as she flew out to search for food.*

Sentence Chunk	Possible Discussion Points	Linguistic Features
<i>Each night</i>	How does the author say “every night”? Which is more expressive: each or every?	Time marker at sentence opening position
<i>Mother Bat would carry Stellaluna</i>	How does the author express that Mother Bat did something regularly?	Habitual past expressed with the auxiliary would
<i>clutched to her breast</i>	Why does the author choose “clutch” and not “hold onto”? Who clutched to whom?	The rich meaning of clutch; Past participle form of the verb
<i>as she flew out</i>	Who flew out? Who does the author mean by “she”? Why does the author say flew out? Out of what? Why didn’t the author say “flew away”?	Temporal clause; Reference use of the personal pronoun “she” to refer to Mother bat The adverb “out” indicating direction
<i>to search for food.</i>	Why did Mother Bat fly out? What are some synonyms for search for?	The infinitive used to express purpose Phrasal verb: search for

**Sentence:** *Rather than sucking blood, vampire bats make a small cut with their teeth and lap up the flowing blood with their tongues.*

Sentence chunk	Possible Discussion Points	Linguistic Features
<i>Rather than sucking blood,</i>		
<i>vampire bats make a small cut</i>		
<i>with their teeth</i>		
<i>and then lap up the flowing blood</i>		
<i>with their tongues.</i>		

**Sentence:** *Rather than sucking blood, vampire bats make a small cut with their teeth and lap up the flowing blood with their tongues.*

Sentence chunk	Possible Discussion Points	Linguistic Features
<i><b>Rather than sucking blood,</b></i>	What does “rather than” mean in this sentence? Who is this part of the sentence talking about?	
<i><b>vampire bats make a small cut</b></i>	What kind of bats? What kind of a cut?	
<i><b>with their teeth</b></i>	How do bats make a small cut? What instrument do they use? In other words, with what do they make a cut?	
<i><b>and then lap up the flowing blood</b></i>	What do vampires bat do first to get to the blood? What do they do next? What does lap up look like, sound like?	
<i><b>with their tongues.</b></i>	How do bats drink the blood? What instrument do they use? In other words, with what do they lap up the flowing blood?	

**Sentence:** *Rather than sucking blood, vampire bats make a small cut with their teeth and lap up the flowing blood with their tongues.*

Sentence chunk	Possible Discussion Points	Linguistic Features
<i>Rather than sucking blood,</i>	What does “rather than” mean in this sentence? Who is this part of the sentence talking about?	Comparative adverbial clause with a present participle
<i>vampire bats make a small cut</i>	What kind of bats? What kind of a cut?	Noun phrases
<i>with their teeth</i>	How do bats make a small cut? What instrument do they use? In other words, with what do they make a cut?	Prepositional phrase
<i>and then lap up the flowing blood</i>	What do vampires bat do first to get to the blood? What do they do next? What does lap up look like, sound like?	Compound sentence; Present participle used as an adjective
<i>with their tongues.</i>	How do bats drink the blood? What instrument do they use? In other words, with what do they lap up the flowing blood?	Prepositional phrase

**Sentence:** *The first state to call for a vote on the constitution was Delaware* (Harcourt Horizons, 2003, p. 367).

<b>Sentence Chunk</b>	<b>Possible Discussion Points</b>	<b>Linguistic Features</b>
The first state to call	Let's reverse the word order. Can you finish this sentence starter: Delaware was the first state to ...	Infinitive following a noun phrase
(call) for a vote	What does "call for a vote" mean?	Phrasal verb: "call for" a vote
(a vote) on the constitution	"Vote" can be a verb and a noun. Which one is it in this sentence? Can we also say: What did they vote on?	Prepositional phrase: "vote on the constitution"
was Delaware.	How do we know the entire phrase "The first state to call for a vote on the constitution" is the subject of this sentence?	Heavy noun phrase

# Sentences as Mentor Text

Have students produce heavy noun phrases similar to the example (“The first state to call for a vote on the constitution”):

- The first thing to do in case of a hurricane emergency is...
- The first member of my family to go to college will be...
- The first step to take after a car accident is...



# Rules, Routines, Rituals

## Amy Weinstein's Class

Sentence of the Week

If the temperature goes below freezing, the dew freezes.

If the  
temperature

Why "if"?  
What must change?

goes below  
freezing,

What happens?  
What does "goes below"  
mean?

# Participation in a Range of Small and Large Group Discussions

- Buddy System
- Turn and Talk
- Think Pair Share
- Think Jot Pair Share
- Think Pair Share Square
- Pair Plus One
- Instructional Conversation
- Literature Circles
- Inquiry Circles



# Instructional Conversations

“A unique form of interaction between the teacher and a small group of students is what Goldenberg (1992) first called *Instructional Conversation*, the purpose of which is to promote complex language development and afford opportunities for more authentic interactions. During these conversations, students listen and respond to not only the teacher’s but also their fellow students’ input in an open-ended dialog about a select topic.” (p. 157)

# Video Viewing Guide: Popcorn Share

How might this activity promote complex language development?	How does this strategy foster student accountability?	How might this strategy be altered or improved to fit your students' needs?

<https://www.teachingchannel.org/videos/student-participation-popcorn-share>

# Supporting Diverse Learners

**All teachers need:**

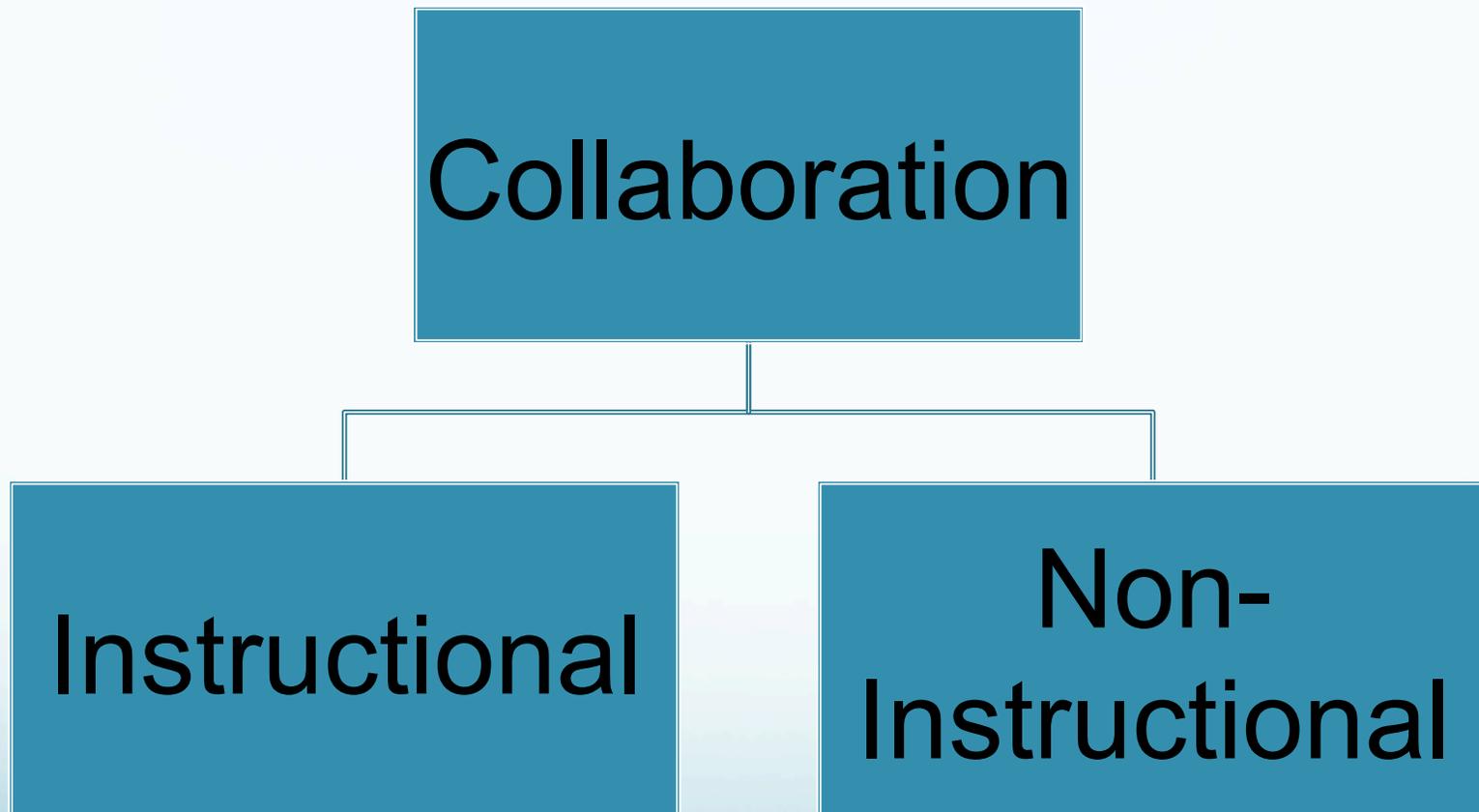
- **Working knowledge of the design, organization, and structure of the CCLS document**
- **An awareness of the Bilingual Common Core Initiative**
- **Proficiency in the framework for gradual release of responsibility**
- **The ability to facilitate student-centered classes**

# Supporting Diverse Learners

**Teachers need:**

- **The knowledge to align instruction to incorporate the language standards in all classes**
- **Familiarity with providing structured speaking and listening opportunities in all classes as specified by the CCLS**
- **Ongoing professional learning opportunities**

# For Successful CCSS Implementation



# Collaborative Instructional Activities

- (1) Joint planning
- (2) Curriculum mapping and alignment
- (3) Co-developing instructional materials
- (4) Parallel teaching
- (5) Collaborative assessment of student work
- (6) Co-teaching



# Collaborative Non-Instructional Activities

- (1) Joint professional development
- (2) Collaborative teacher research
- (3) Preparing for joint parent-teacher conferences and writing report cards
- (4) Planning, facilitating, or participating in other extracurricular activities

