

Classroom and GEAR UP Support
for Integrating the
Common Core State Standards

Welcome!



Roseann London



Annie Kirking



Denise Varner



Trisha Bradley



Session Overview



What's GEAR UP got to do with it?

Overview of the Standards

What's a College-Ready Writer?

Classroom Implications @ Okanogan HS

Q & A

How well do you know the CCSS? (Share with a neighbor)



Advanced: CCSS has significantly impacted your program/instruction

Intermediate: knowledgeable about the standards, working on adjusting curriculum/instruction

Beginner: heard about them but..."What do the letters stand for"???

GEAR UP Educator Development Initiative

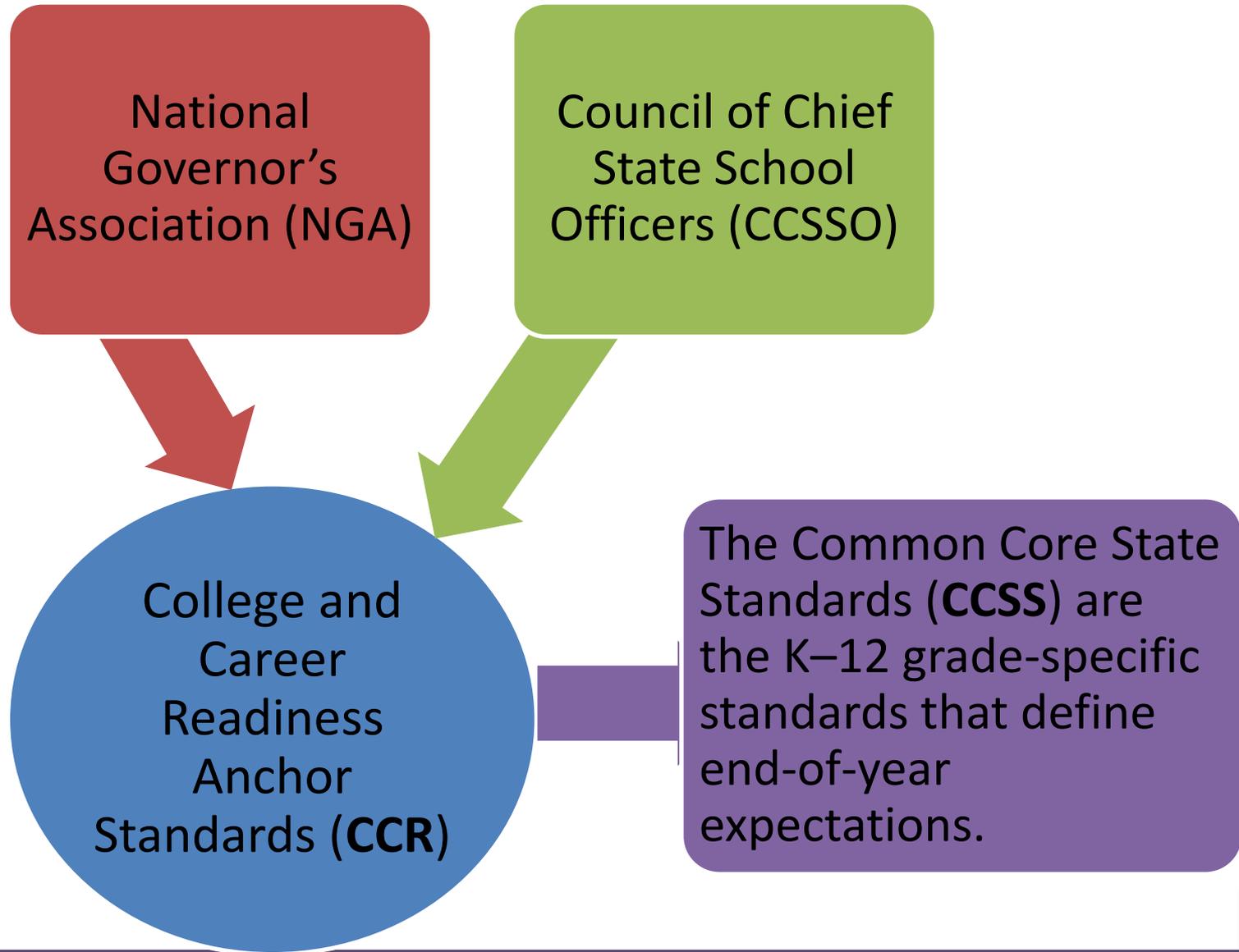
- **Champion improved alignment/access**
- Support **professional development**
- **Dialogue** with **higher education**
- Communicate with **families and students**
- Offer academic **interventions/supports**
- Keep focus on **equity**



WHY Common Standards?

- Every state had its own set of standards, meaning public educated students were learning **different content** at **different rates**.
- Across the country, more than one-third of all students were enrolling in **remedial courses** upon entry into a post-secondary institution.
- In 2009, the U.S. ranked **14th in reading**, **17th in science** and **25th in math** out of 34 countries on the PISA, an international assessment that asks high school students to apply skills to real-world situations.

Background on the CCR and CCSS



Students who are College and Career Ready in reading, writing, speaking, listening and language....

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Progression from CCR to 2nd grade...

Writing Standard 1

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.*

Grade Band 11-12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Band 9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 6: Write arguments to support claims with clear reasons and relevant evidence.

Grade 2: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

What does it mean to be a “college ready” writer?

College writing: research, practice,
and the common core

A Framework for Understanding “College Writing”

1. Flexible Response to Writing/Rhetorical Situations
2. Critical Thinking, Close-Reading, Writing, and Learning
3. The Importance of Argument
4. Composing is a Process, Rather Than a Performance
5. Command of Conventions
6. Standardization vs. Independence

*These concerns were identified from a systematic review of published frameworks for college writing and current research in composition studies.

Concern 1: Flexible Response to Writing Situations

- Students should learn to respond to varying writing situations, including responding to the needs of different audiences, purposes, and specific situations by varying tone, voice, conventions, and genre demands.
- This includes teachers in all subjects/disciplines being aware of and helping prepare students to respond to the unique expectations and demands of writing in their fields.

Concern 2: Critical Thinking in Writing

- In addition to being a medium for communication, writing is a tool that fosters learning, requires critical thinking, and encourages close reading.
- Writing that fosters learning allows students to grow as they integrate their ideas with those of others.
- Integrating evidence into logical arguments requires flexible thinking, autonomy, and ownership of ideas and authorial voice.

Concern 3: Argument

- Academic arguments are the cornerstone of writing in college.
- The goal of an academic argument is not to engage in heated debate, but to participate in on-going, important, respectful “conversations” in pursuit of coming to a sound, well-supported conclusion.
- As such, the writer still works to convince a reader, but there are subtle differences between argumentation and persuasion.
- Academic arguments are expected to contain **claims** that are thought-provoking; **evidence**, reasons, and warrants for that claim; and consideration for the limits of or **objections** to the claim.
- Developing such a claim is a process of inquiry.

Concern 4: Writing is a Process

- Planning, Drafting, Revising, and Editing are all crucial and expected stages in the writing process.
 - Often, they are not an embedded part of a course, but are still expected to be reflected in the final product.
 - Not necessarily a linear process – often writing is an iterative process in which writers re-think, re-work, re-invent, etc.

Differing Review Concerns:

- “Proofreading” – Looking at one’s own and others’ writing for typos and obvious errors.
- “Editing” – Fixing spelling/grammar and clarity issues.
- “Revision” – Aimed at the content of the argument itself – often requires adding/deleting evidence, restructuring organizational logic, or changing claim.

Concern 5: Command of Conventions

- Students are expected to have a command of standard written English and proofread and edit all work.
 - College professors/instructors commonly simply expect students to write in well-edited Standard English, but do not typically address issues of conventions in instruction.
 - Often, student errors are interpreted as laziness, rather than a lack of knowledge.
- Students must follow disciplinary conventions of citation, structure, and formatting.

Concern 6: Standardization vs. Independence

- Some scholars recognize a disconnect in created by the larger social and cultural contexts in which teachers/professors assign and read writing and in which students complete it.
 - While high school teachers are expected to “produce graduates with a standard set of skills,” college professors “expect students to work with a degree of independence” and individuality that is difficult in standardized settings (Sullivan, 2003, p. 25).
- This difference in culture often leaves successful high school students adrift in college writing situations; having “internalized” high school expectations and rubrics, many find themselves without clear expectations from professors and on their own to investigate further (Sullivan, 2003).
- Crank (2012) is careful to note that secondary teachers frequently report that though they would like to assign more and more intellectually demanding writing work, they are often inhibited in doing so by parameters set up by the larger institutions in which their classrooms are situated.

Concern 6: A perspective from a current college student

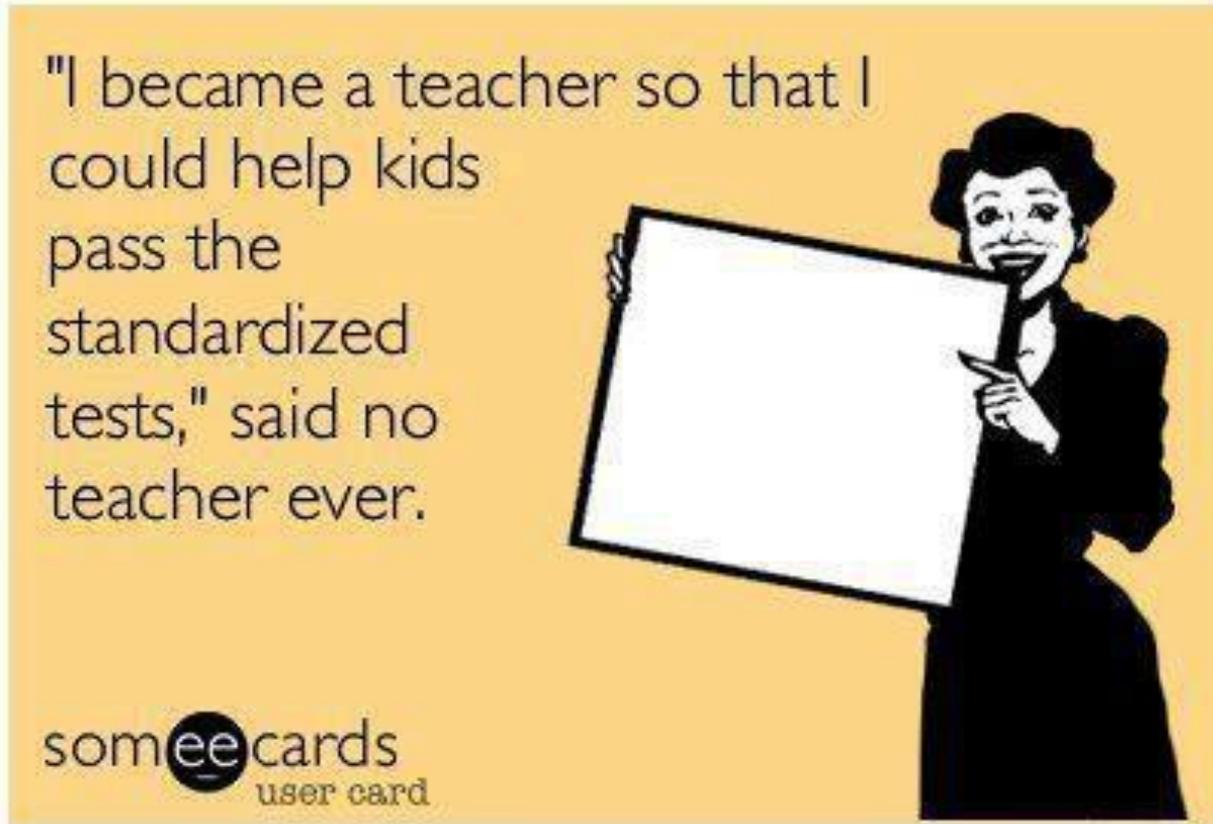
“Before college writing, I always thought I was a decent writer. I’ve always scored high on state writing exams. However, college writing changed my perspective of my skills as writing became difficult for me.... Some assignments have surprised me because of how much I’ve struggled to write them well.”

Example College Writing Prompts

- **Choose** one writing **prompt** to investigate (yellow or green).
- First, read the prompt and consider:
 - **How would you characterize the level/difficulty of the task?**
 - **How would you approach writing this paper?**
- Then, look at the **CCSS Writing Standards Handout**
 - Choose to focus on either 9-10 or 11-12 (front/back).
 - How are the **CCSS reflected in the writing prompt?**
 - **Highlight/underline** examples of the skills/expectations of the CCSS in your prompt.
 - **Note** any **questions, concerns, or points of interest** that arise as you investigate.

Compare notes at your table:

- For each prompt:
 - Briefly **summarize** the prompt (the subject matter, the task, the resources available to students).
 - Explain the **overlap** you saw with the CCSS.
 - Explain any **departures**.
 - Raise any of your **questions** or **points of interest**.



SO...what are the real implications of CCSS to those of us in the classroom?

What it looks like for me so far...

- ♥ Ramp up the RIGOR!
- ♥ Include MORE primary sources
- ♥ In writing, shift from persuasive to argumentative
- ♥ Direct grammar and academic vocabulary instruction
- ♥ Create cooperative learning projects with meaningful presentations

HOW do we make this happen?

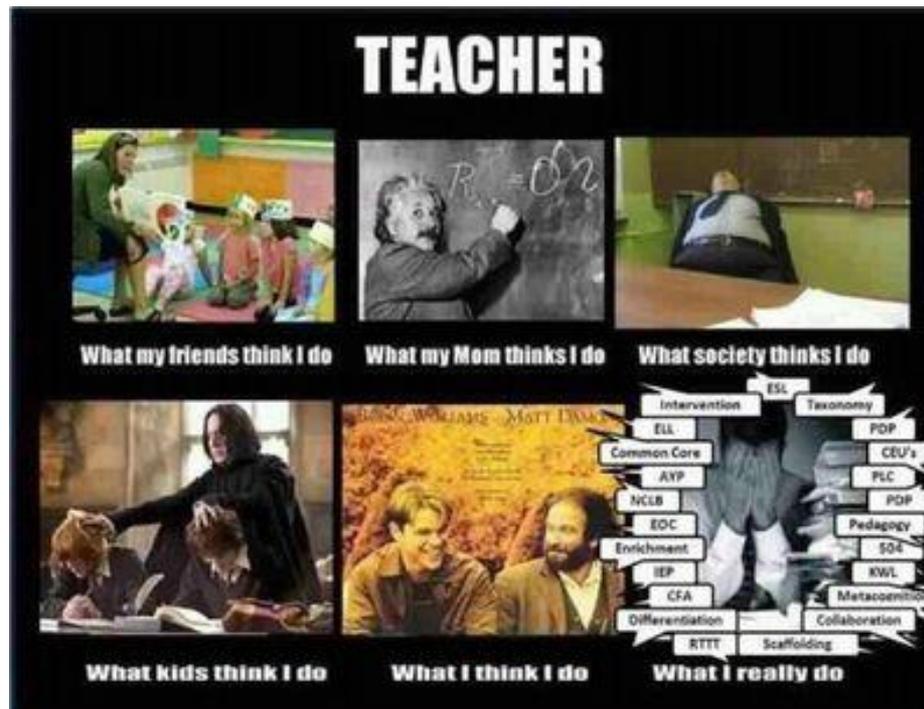
Get INVOLVED!

- ✓ Look for opportunities to learn more
- ✓ Work in your building or district, with neighboring districts, ESD, GU, OSPI, etc.
- ✓ Online communities and resources

TALK & SHARE

- ✓ Don't reinvent the wheel
- ✓ TALK to your colleagues and your students
- ✓ Share what is working

Remember...
Common Core
does not mean
stop reading
your novels or
throw out
everything you
have ever
taught...



And,
implementing
Common Core
is NOT going
to happen
overnight.
PATIENCE,
young
grasshopper!

Concluding Thoughts

- On your own, take a moment to write down:
 - Something you already knew that this session confirmed.
 - Something you did not know that you want to take to your classroom/program.
 - A question the activity raised that you want to continue to investigate with your colleagues.

Thank you!

