

Introduction to College and Career Readiness ELA Reading Standards

Webinar March 25, 2014

Presenter: Phyllis Hinton, Iowa Dept. of Ed. AEL

Goal: to introduce participants to the Reading CCR Standards.

Objective: Participants will be aware of the anchor reading standards to help them with their local Standards- in- Action team work.

Let's look at a brief overview of the common core concept.



<https://www.teachingchannel.org/videos/common-core-standards-ela>

Reflect...



The Common Core Standards initiative is an outgrowth of thinking from the 1990's.

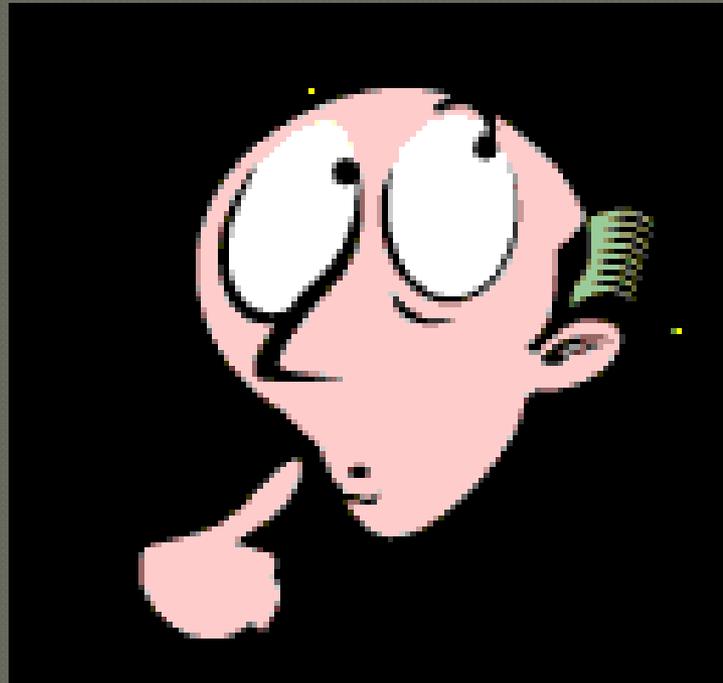
The hope is that there would be "common skills/requirements" at each grade level taught across the country to "standardize" the expectations of what skills a learner acquired - no matter the zip code.

You can locate them on the web and at your local program.

Earning a high school equivalency diploma is a starting point, not a stopping point.

So,

What are the College and Career Readiness (CCR)
English Language Reading Standards ?



The CCR Reading Standards are published in OVAE's document:

College and Career Readiness Standards for Adult Education

Susan Pimentel
2013



The screenshot shows the Iowa Department of Education website. At the top, there is a navigation bar with the Iowa Department of Education logo and links for Home, Adult, Career, and Community College, and a search bar. Below the navigation bar, the text "IOWA Department of Education" is displayed. A breadcrumb trail reads "Home » PK-12 » Standards and Curriculum". The main content area is titled "Iowa Core" and lists various subjects: Literacy, Mathematics, Science, Social Studies, and 21st Century Skills. There are also links for "Essential Elements for Students with Significant Disabilities", "Resources", "Contacts", "Characteristics of Effective Instruction", "Universal Constructs", and "Background". A sidebar on the right contains a "What's New" section with the heading "Cognitive Complexity" and a brief description of a study on the Iowa Core standards.

And throughout the Iowa Core and
Common Core



First,

How to read the “code” in the CCR...

ELA/Literacy Standards Key

The citation at the end of each standard in the following charts identifies the CCSS strand, grade, and number (or standard number and letter, where applicable). So, RI.4.3, for example, stands for Reading, Informational Text, Grade 4, Standard 3. W.5.1a stands for Writing, Grade 5, Standard 1a.

RI: Reading Informational Text

W: Writing

RL: Reading Literature

WHST: Writing for History/Social Studies, Scientific
and Technical Subjects

RH: Reading Historical/Social Studies Text

SL: Speaking and Listening

RST: Reading Scientific and Technical Text

L: Language

RF: Reading Foundations

Why?

Reading Standards

To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts. Standards 1 and 10 play a special role since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the range and complexity of what students need to read.

[College and Career Readiness Standards for Adult Education 2013]

OVAE panelists bundled the selected standards into five grade -level groupings (A-E) to more closely reflect adult education levels of learning. CASAS comparisons are able to be made by grade level, as well.

CC Comparison to **CASAS** assessments :

CASAS
NRS Educational Functioning Levels to
CASAS Scale Scores and Grade Levels

NRS Educational Functioning Levels				CASAS Score Ranges*	Grade Level
EFL	ABE	ESL			
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205	2
				206-210	3
5	Low Intermediate Basic Education	High Intermediate ESL		211-215	4
				216-220	5
6	High Intermediate Basic Education	Advanced ESL		221-225	6
				226-230	7
				231-235	8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240	9
				241-245	10
8	High Adult Secondary Education			246-250	11
				251 and above	12

- A** (K-1) = **CASAS A**
- B** (2-3) = **CASAS Low B**
- C** (4-5) = **CASAS High B**
- D** (6-8) = **CASAS C**
- E** (9-12) = **CASAS D and E**

Resource: The crosswalk between CASAS scores and Grade Levels

<https://www.casas.org/docs/wiaandnrs/casasnrs-grade-wiaI.pdf?sfvrsn=9>



Key Shifts in the Standards for English Language Arts and Literacy

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

Engage with
Complex
Text

Extract and
Employ
Evidence

Build
Knowledge
(nonfiction)

Shift One

Regular Practice With Complex Text

Why?

What students can read, in terms of complexity, is greatest predictor of success in college. (ACT study)

The gap between complexity of college and high school texts is huge- 4 yrs. !

Too many students are reading at too low a level.
(<50% of graduates can read complex texts sufficiently.)

Let's hear from the experts.

<http://www.youtube.com/watch?v=te1fSnq6O10>

Shift Two

Reading, Writing and Speaking Grounded in Evidence from Text

Why?

Most college and workplace writing requires evidence.

Ability to cite evidence differentiates strong from weak student performance on NAEP. (**National Assessment of Educational Progress**).

Being able to locate and deploy evidence are hallmarks of strong readers and writers.

Implications for Instruction and Assessment

Require students to follow the details of what is explicitly stated and make valid claims that square with text evidence.

Do not require information or evidence from outside the text.

Effective sequences of questions build on each other so students stay focused on the text & learn fully from it .

All of the reading standards require text-dependent analysis, yet between 30–70% of Q's in major textbooks do not.

So?

What are some strategies I could try?



Watch to see if some of these strategies could be used with adult learners to deep process, dig deeper, and use text for evidence.

<https://www.teachingchannel.org/videos/high-school-literature-lesson-plan>

Shift Three

Building knowledge through content rich nonfiction

- Why?

Non-fiction makes up the vast majority of required reading in college/workplace.

Informational text is harder for students to comprehend than narrative text.

Could some of these strategies work with your adult learners?

<https://www.teachingchannel.org/videos/teaching-nonfiction-entry-points>

So?

What are the Reading anchor standards?



NOTE: Standards 1 and 10 play a special role since they operate whenever students are reading.

Anchor 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.

Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor 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.

Anchor 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.

Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor 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.

Anchor 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.

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

Can I see those one at a time?



OVAE'S LEVELS

Anchor Standard

A	B	C	D	E
<p>CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴</p>				
<p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1) 	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> • <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

Details and clarification by OVAE level.

A	B	C	D	E
<p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify the main topic and retell key details of a text. (RI.1.2)</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</p>	<p>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. (RI/RL.6.2)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) 	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p>

A

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D

E

CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)

- *Application:* determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)

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CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)

Distinguish their own point of view from that of the author of a text. (RI.3.6)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)

Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)

- *Application:* analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)

A

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CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outline by Standard 10.)

Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RI.3.7)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)

Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

CCR Anchor 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Identify the reasons an author gives to support points in a text. (RI.1.8)

Describe how reasons support specific points the author makes in a text. (RI.2.8)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)

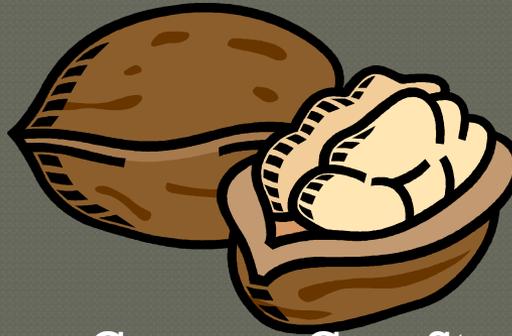
A	B	C	D	E
<p>CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</p> <ul style="list-style-type: none"> • <i>Application:</i> compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.⁵

Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid	The Lexile Framework [®]	Reading Maturity	SourceRater
2nd – 3rd (B)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th (C)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th (D)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th (E)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR (E)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

In a Nutshell



The College and Career Readiness Common Core Standards are throughout the Common Core Standards by grade level. The Reading Standards are the anchor standards for that language area .

These standards emphasize critical thinking and analytical skills and will enable students to better compete in the global marketplace.

CCRCCS are published on the Iowa Department of Education Adult Education and Literacy webpage. Your program's Standards-in-Action Trainer has a copy also.

The bottom line is that our students deserve best practices to help them be successful.

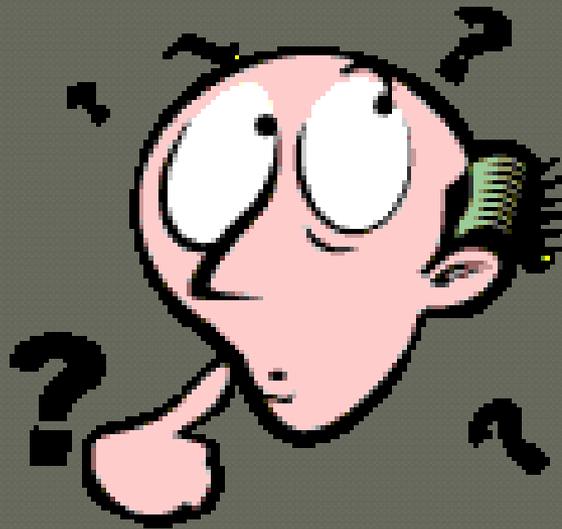
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So, deep process and do a touch-back...

What generally are College and Career Readiness Reading Standards?

What is their purpose?

Who will determine the curricula?



Thank you !

An evaluation will be sent to you electronically following this webinar and your feedback is much appreciated!

The next webinar will be April 7th from 1:30-2:30.

Focus: Introduction to CCR ELA Writing Standards.

What Are They?

Goal: to introduce participants to the 9 Writing CCR Standards.

Objective: Participants will be aware of the anchor writing standards to help them with their local Standards-in-Action team work.

Registration is on the DE website PD Calendar to receive the link.

See you then!

