Implementing CCSS by
Differentiating Instruction

Vicki Gibson, Ph.D.
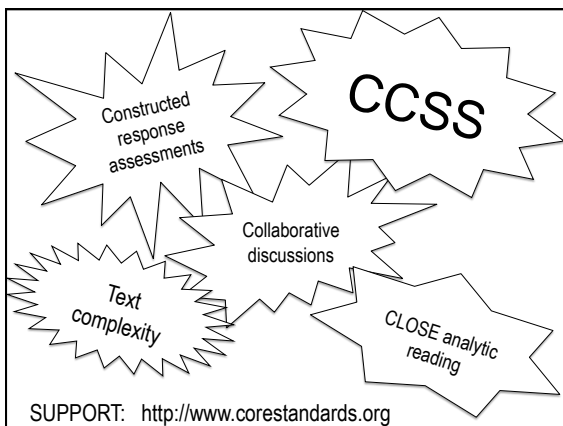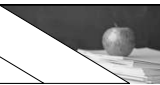Gibson Hasbrouck & Associates

Getting on Track

Charting our COREse for today

✓ Overview the big ideas about CCSS

✓ Differentiating teaching and practice

✓ Suggestions for implementation

Constructed response assessments

CCSS

Collaborative discussions

Text complexity

CLOSE analytic reading

SUPPORT: http://www.corestandards.org

Instructional Focus

Provide ACCESS to successful learning

through high quality, student-focused,

differentiated teaching and practice,

so students can ACHIEVE the standards
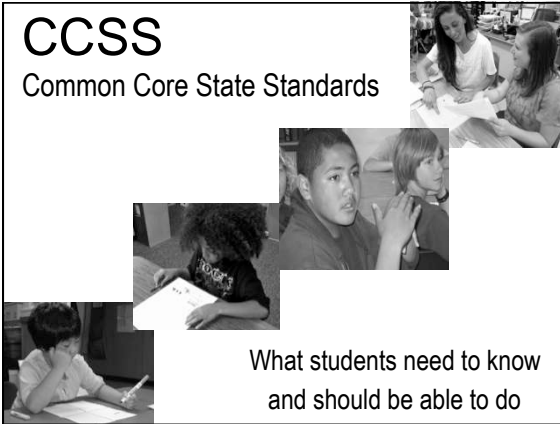

Important to know about CCSS

Do not define HOW to teach, nor do they
include suggestions for intervention methods
or materials that may be necessary to support
students who are struggling

Focus on results rather than means

CCR Anchor Standards

College & Career Readiness

4 strands for ELA

Reading	Writing	Speaking & Listening	Language

CCSS
Common Core State Standards

What students need to know
and should be able to do

"the Standards"

– **College and Career Readiness** (CCR) Standards
  ▪ Overarching standards for each strand that are further defined by grade-specific standards
– **Grade-Level Standards in English Language Arts**
  ▪ K-8, grade-by-grade
  ▪ 9-10 and 11-12 grade bands for high school
  ▪ Four strands: *Reading*, *Writing*, *Speaking and Listening*, *Language*
– **Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
  ▪ Standards are embedded at grades K-5
  ▪ Content-specific literacy standards provided for Gr 6-8, 9-10, 11-12

8

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

Three main sections
- K−5   (cross-disciplinary)
- 6−12   English Language Arts
- 6−12   Literacy in History/Social Studies
            Science, & 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

http://www.corestandards.org

Information and Resources

Websites:

http://newmexicocommoncore.org
http://www.corestandards.org

Parents' Guide to Student Success – 4-page overview about key skills in CCSS per grade level for ELA and Math, and suggestions for supporting children at home   (also available at www.PTA.org)
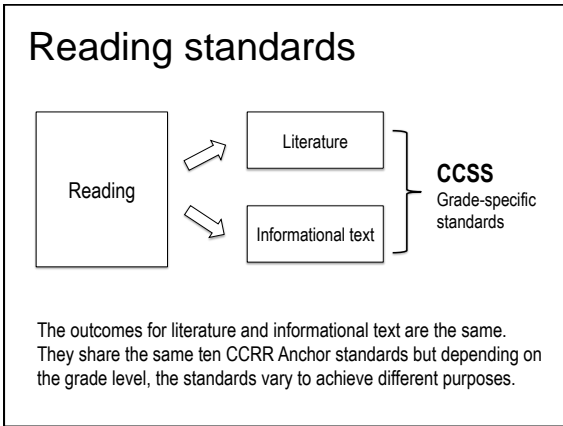
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5 big ideas in CCSS

- Urgent call for action

- Focus on higher-level performance

- Emphasis on complex text

- Equal importance of reading and writing
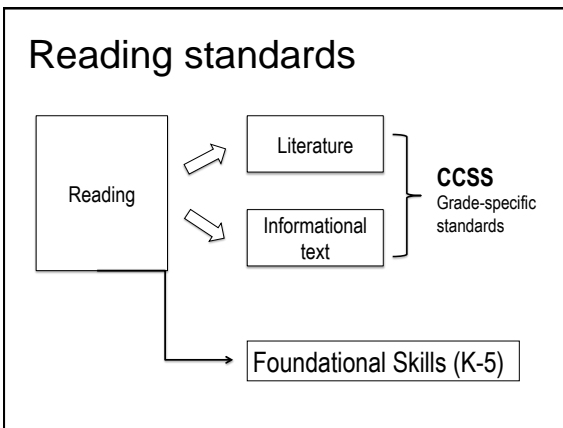
- Higher-level comprehension skills
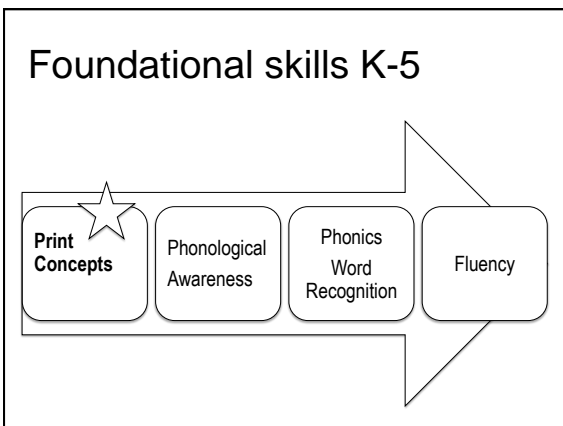

Reading standards

Reading	Writing	Speaking & Listening	Language

Read more complex text fluently
Read deliberately, re-reading to analyze
Read from multiple sources; synthesize
More informational text; text evidence

CCSS ↔ grade-specific standards

Reading standards

Reading → Literature

Reading → Informational text

CCSS
Grade-specific standards

The outcomes for literature and informational text are the same. They share the same ten CCRR Anchor standards but depending on the grade level, the standards vary to achieve different purposes.

Reading standards

Reading → Literature

Reading → Informational text

CCSS
Grade-specific standards

Foundational Skills (K-5)

Foundational skills K-5

Print Concepts | Phonological Awareness | Phonics Word Recognition | Fluency

Print concepts for reading

- Alignment: top-to-bottom

- Orientation: left-to-right

- Positional words: front/back, top/bottom

- Reading print line-to-line, wrapping at end of text

- Looking at illustrations (pictures, icons, graphs)

- Using punctuation (period, question mark)

How the standards are designed is important to know …

4 strands, each containing grade-specific standards that reflect cumulative progressions

Reading	Writing	Speaking & Listening	Language

Standards Progression: Reading Standards for Literature: Key Ideas and Details

Grade 3	Grade 4	Grade 5
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Progressions in the Standards
are evidence-based and
development of the foundational
skills begins before kindergarten.

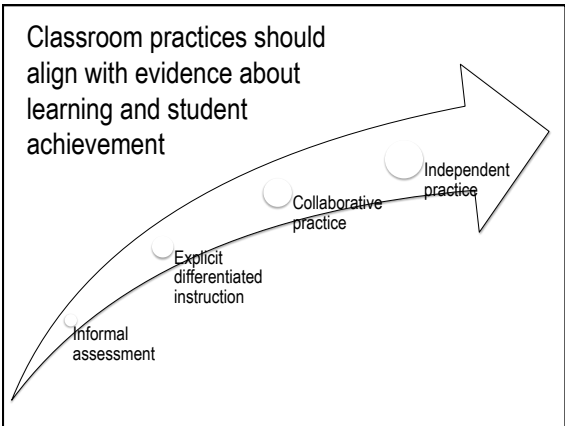(CCSSO, 2010; Heritage, 2010; NRC, 2005)

Student learning occurs best over time
with repeated exposures and scaffolding levels
of difficulty.

(Hattie, 2010; Hynd, 2008; Jensen, 2009;
Texas Reading Institute, 2007)

Learning progression

• LISTENING COMPREHENSION, receptive language

• Silent period

• EXPRESSIVE LANGUAGE, VOCABULARY DEVELOPMENT
  labeling, phrases, sentences

• ORAL LANGUAGE EXPRESSIVE FLUENCY

• READING (sounds, words, phrases, sentences, paragraphs,
  connected text in books)

• WRITING (letters, words, sentences), highest form of language

*(August & Shanahan, 2008; Beck, McKeown & Kucan, 2002; Berne, 2002; Jensen, 2010; Heritage, 2010; Kame'enui, Carnine, Dixon,
Simmons & Coyne, 2002; Pinnell & Jaggar, 1991; Snow, Burns & Griffin, 1998; Vaughn, Linan-Thompson, & Hickman, 2003)*

Classroom practices should
align with evidence about
learning and student
achievement

Independent
practice

Collaborative
practice

Explicit
differentiated
instruction

Informal
assessment

CCSS progressive design

K−12 standards

Grade-specific end-of-year expectations

Developmentally appropriate, cumulative progression of skills and understandings

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TIP …. attend to the nouns and the verbs because they identify

Student performance

Intensity of your instruction

Mastery

As students advance through the grades, they become literate

Demonstrate independence, self-direction
  Comprehend and evaluate complex texts
  Construct effective arguments
  Discern a speaker's point of view
  Ask relevant questions
  Build on others' ideas and articulate their own
  Demonstrate a command of standard English
Develop content knowledge
  Listen attentively
  Read purposefully   (CCSS, Introduction, 2010)

To understand the Standards,
then think about
WHO … HOW … WHEN

Who is responsible for what?

How will that look in teaching or practice?

When does the student demonstrate mastery?
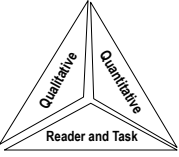
Understand the Standards

RI.K.7 "With prompting and support, describe the relationship between illustrations and the text in which they appear"

WK.8 "With guidance and support from adults, recall information from experiences or gather **information** from provided resources to answer a question"

Text Complexity

Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade

1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands

2. Quantitative measures – readability and other scores of text complexity

3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned

Qualitative   Quantitative

Reader and Task

(Appendix A, CCSS, 2010)

Increased Text Complexity within Grade Bands

Grade	Old Lexile Ranges	Lexile Ranges Aligned to CCR
K-1	NA	NA
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

(RAND, 2002; CCR, 2008)

The Standards require different performance expectations for teachers and students

- 80-90 percent of the reading standards in each grade require *text-dependent analysis*

- Responses based on *text evidence*

- *Text-dependent questioning* (analyzing word choices/meanings to think deeply & comprehend text)

Teachers need to know what makes text complex and how to help students read challenging text.

Students say the words are hard, but there is more to it than that!

What makes text so complex?

Vocabulary	domain-specific words
Sentence structure	how words operate together
Coherence	how words connect to each other
Organization	compare/contrast, science, math
Demand on reader	background knowledge, memory

(Shanahan, Fisher & Frey, 2012, *Educational Leadership*)

CLOSE reading model

- Sustained reading of complex text; multiple sources

- Using texts of grade-level-appropriate complexity & focusing on reading particular words, phrases, sentences & paragraphs

- Read & re-read deliberately, attending to text…

Read text carefully!

Close Reading is careful reading

- Read carefully, observing facts and details

- Notice striking features (rhetorical features, structural elements, cultural references)

- Annotate text (highlight words, gather data & analyze it)

- Look for patterns (repetitions, contradictions, similarities)

- Interpret your observations (deductive/inductive reasoning) based on the evidence

Make cognitive connections

- Read and re-read text to and with students

- Discuss, synthesize, analyze to determine what is stated or inferred or implied, not stated

- Ask or read question

- Orally engage in conversations about potential responses

(Fisher, Frey & Lapp, 2012; Kilgo, 2012)

Text-dependent questions

- What claims does the author make?

- What evidence does the author use to support those claims?

- How is this document supposed to make me feel?

- What words or phrases does the author use to convince me that he/she is right?

- What information does the author leave out?

(Stanford History Education Group, 2012)

Students must learn …

how to read text, apply what has

been learned previously, and

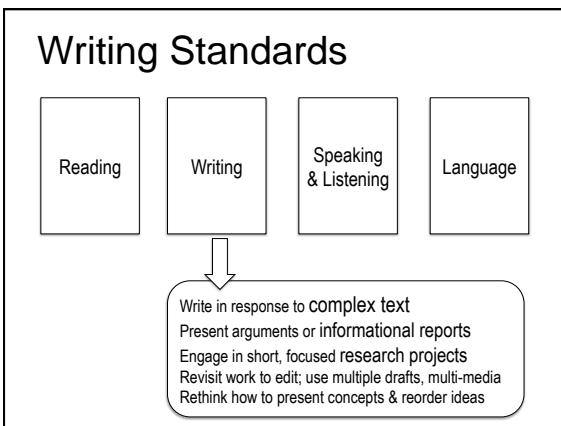locate evidence in the text

that supports their responses.

The pacing of assessment differs …
Progression of Reading Standard 10

Gr	Reading Standard 10 (individual text types omitted)
K	Actively engage in group reading activities with purpose and understanding
1	With prompting and support, read prose and poetry (information texts) of appropriate complexity for grade 1
2	By the end of the year, read and comprehend literature (information texts) in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range
3	By the end of the year, read and comprehend literature (information texts) in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range
4	By the end of the year, read and comprehend literature (information texts) in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range
5	By the end of the year, read and comprehend literature (information texts) at the high end of the grades 4-5 text complexity band independently and proficiently

(Appendix A, CCSS)

Pace teaching & practice with mastery expectations

Grade(s)	Reading Standard 10 (individual text types omitted)
6	By the end of the year, read and comprehend literature (information texts, history/social studies texts, science/technical texts) in the grades 6-8 text complexity band proficiently, with scaffolding needed at the high end of the range
7	Same as 6
8	Same as 6 except…students read independently & proficiently
9-10	By the end of grade 9, read and comprehend literature (information texts, history/social studies, texts science/technical texts) in the grads 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. SAME for GRADE 10…reads independently & proficiently
11-12	By the end of grade 11, read and comprehend literature (informational texts, history/social studies texts, science/technical texts) in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. SAME for GRADE 12…reads independently & proficiently

Writing Standards

Reading	Writing	Speaking & Listening	Language

Write in response to complex text
Present arguments or informational reports
Engage in short, focused research projects
Revisit work to edit; use multiple drafts, multi-media
Rethink how to present concepts & reorder ideas
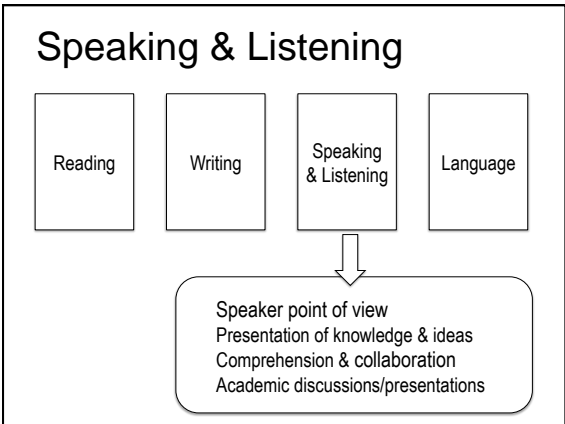
Kindergarten writing standards

WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and the name of the book they are writing about and state an opinion or preference about the topic or book.
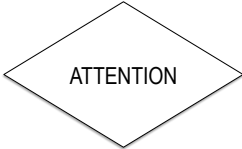
WK.2 Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

WK.3 Narrative a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Teachers must teach the prerequisite skills for writing

- Ideas and spoken language can be represented in print

- Sounds can be represented by letters (graphemes)

- Sounds and letters are put together to form words

- Words put together communicate thoughts or ask questions in speech or in print

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Speaking & Listening

| Reading | Writing | Speaking & Listening | Language |

Speaker point of view
Presentation of knowledge & ideas
Comprehension & collaboration
Academic discussions/presentations

NOTICE

ATTENTION

The Speaking and Listening Standards reflect more curricular and instructional suggestions rather than describing student performance expectations like the other standards.
These standards suggest changes in classroom participation for collaborative practice!

Speaking & Listening K standards

SL.K.1   Participate in collaborative conversations with diverse partners about kindergarten topics & texts with peers & adults in smaller and larger groups

SLK.1.a   Follow rules for discussions (listen attentively, take turns speaking about topics under discussion)

SLK.1.b and **LK.1.f** Continue a conversation through multiple exchanges using complete sentences

SLK.3 Ask & answer questions in order to seek help, get information or clarify something that is not understood
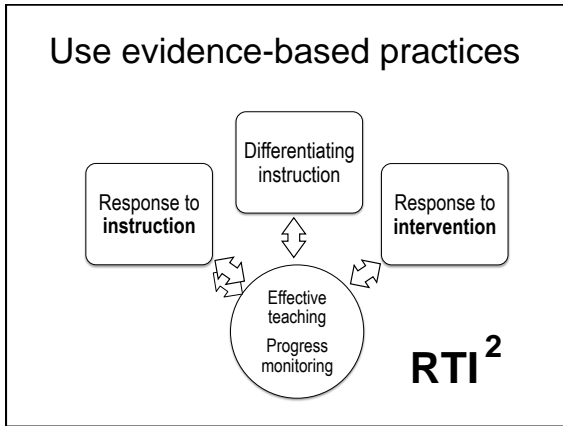

Teach respectful communication

 Model & practice so students learn how to:

• Acceptable word choices, voice levels, tones

• Request and provide assistance

• Wait for a turn to speak

• Focus and remain on topic of discussion

• Accept others' ideas & opinions

15

Language Standards

Reading	Writing	Speaking & Listening	Language

Grammar & language conventions
Vocabulary, morphology
Focus on meaning/use of word choices
Academic discussions/presentations
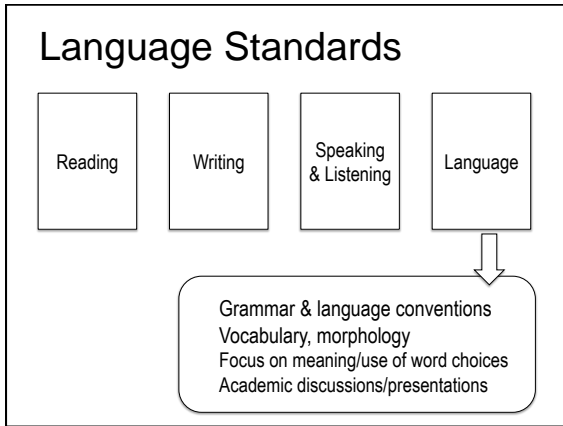
Language Standards - K

LK1   Demonstrate command of the conventions of standard English grammar & usage when writing or speaking

LK1.a Print many upper/lower case letters

LK1.b Use frequently occurring nouns, verbs

LK1.c Form regular plural nouns orally adding /s/ or /es/

LK1.d Understand and use questions words

LK1.e Use most frequently occurring prepositions

LK1.f Produce/expand complete sentences in shared language

Differentiate …
Teach differently

HOW we teach

WHAT we teach

HOW students practice

Use evidence-based practices

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        Differentiating
         instruction
Response to              Response to
instruction              intervention

         Effective
         teaching
         Progress
        monitoring      RTI²
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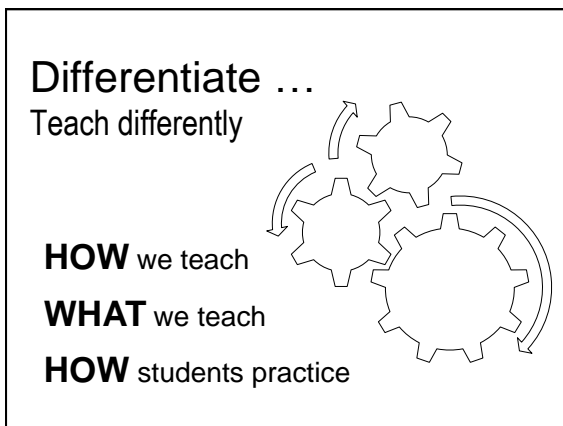
Do what works

Contribution	Correlation
Teacher-student relationships	0.72 - 0.90
Quality instruction, clarity, feedback	0.77
Phonological awareness	0.77 - 0.86
Vocabulary instruction	0.67
Repeated reading (partners)	0.67
Comprehension strategies	0.67
Collaboration, student verbalization	0.67

(Hattie, 2009)

Stop doing what doesn't work

Practice	Correlation
Formative assessment	0.90
Providing explicit feedback	0.73
Setting clear goals	0.56
Peer tutoring	0.55
Questioning	0.46
Frequent testing	0.34
Teaching test taking	0.22

These work

NOT so much

(Hattie, 2009)

What's missing most often in classrooms

- Oral proficiency in English

- Vocabulary instruction & oral language development

- Repeated exposure in collaborative practice

- Student-focused pacing: *How much, how fast*

(Ebbers, 2009; Fuchs, Fuchs, & Vaughn, 2008; Fullan, 2009; Hart & Risley, 1995; Hattie, 2009; Jenson, 2005 & 2009; NRP, 2000; NLC, 2006; Reeves, 2009; Shanahan, 2007; Walsh, Glaser, Wilcox, 2006; Wilhelm, 2007)

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3 things must happen to successfully implement CCSS

1. Manage flexible grouping

2. Embrace and teach collaboration

3. Differentiate teaching and practice

Establish
ORDER

achievement

teaching & practice

behavior

environment
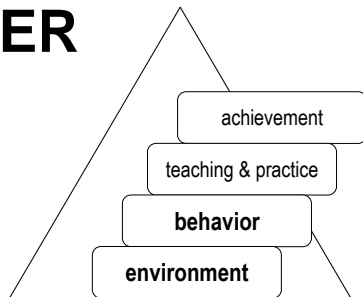
Organize work areas

Teaching Table

Centers or Workstations for collaborative practice

Designate areas for independent practice: at desks, table or Worktable

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Set up a Business Center

Daily Schedule

Rotation Chart

Job Chart

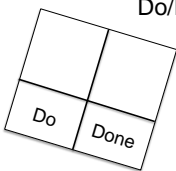Class roster/attendance, directives for procedures (fire escape plan, etc.)

Establish consistent routines for paper management
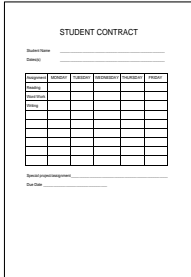
Mailboxes

Do/Done folders
(Separate folder or binder used for homework)

Do | Done

Student contracts

19

Use Student Contracts

STUDENT CONTRACT

Student Name
District

Assignment	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Reading					
Word Work					
Writing					

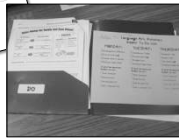Special project/assignment
Due Date

- Assign specific workstations to students for collaborative practice
- Differentiate independent practice assignments
- Have students discuss assignments & plan completion

Home/school connections

Student contract

Take Home Tuesday

Student work packets are sent home
K-2 on Tuesday
Gr 3-5 on Thursday

Middle & High School
Tuesday/Thursday

Share the work.
Assign jobs.
Cooperate and collaborate

Jobs

Job Chart

Manage routines with a Rotation Chart to differentiate instruction

Students know ...
- what to do
- who they work with
- when & where they work
- when they work with teacher

| Group 1 | Marcus Jimmy Kimball Nader Sylvia | Group 2 | Liam Beckett Mayley Cheryl Gingel Clossie |
| Group 3 | Kaylynn Marcus Jose Abbott Demarco Anarack | Group 4 | Beth Khan Linda Gholi Wes Sheanan |

| Teaching Table | Workstation | Ind.Practice | Workstation |
| Group 1 | Group 2 | Group 3 | Group 4 |

Group names are moved from left to right to indicate how students will participate.

Adjust daily schedules

Shorter activities, 15-20 min.

Whole class overview, quick review

Small groups teaching & practice

Efficient transitions in

Daily Schedule

8:15-8:35	Whole class AM overview
8:40-9:00	SMALL GROUPS, transition
9:05-9:25	SMALL GROUPS, transition
9:30-9:50	Whole class, transition
9:55-10:15	SMALL GROUPS
10:20-10:40	SMALL GROUPS, transition
10:45-10:55	Whole class or partner practice

Group for instruction all day

12:30-1:00	Whole class activity
1:10-1:30	SMALL GROUPS
1:35-1:50	Whole class lesson
2:00-2:20	SMALL GROUPS
2:30-2:50	SMALL GROUPS
2:55-	Whole class wrap up/review

Monitor use of instructional time

- Red dot at top
- Yellow dot at 5 minutes
- Green dot at 15-20 minutes
- Assign timekeeper
- 5-minute WARNING

TEACH time awareness!

WHOLE CLASS: Overview/review

- FOCUS   introduce big ideas, vocabulary

- OVERVIEW   10-15 min. session

- MODEL   interactive

- PARTNER   group within group

- PRACTICE   general feedback

How will teachers adjust their practice?

- Read text aloud to and with students to develop a stronger sense of where to pause in sentences, how to group words

- Read to stopping points and pause to discuss the meaning of the text

- Model how to read text closely and purposefully

- Read, Talk, Tell responding to text-dependent questions

SMALL GROUPS: Teaching

- FOCUS   explicit; specific to need

- TEACH   15-20 minute lesson

- MODEL   teacher-led, interactive

- DIFFERENTIATE within small groups

- MONITOR   provide explicit feedback

Provide high quality teaching

- Lesson purpose & feedback are specific to need

- Similar-skill grouping; homogeneous

- Teacher-led, differentiated, on-grade level text

- Follows learning progressions

- Collaborative, interactive

Differentiate vocabulary instruction and word work

HEAR words in spoken

SEE the BIG IDEA

SAY words aloud & listen

DO …Copy teacher's model

Teach good grammar: subject/verb agreement

- Divide chart or bulletin board into 4 sections
- List words on cards
- Students manipulate words to create text
- Read text…Does that sound right?
- Copy text

Naming words	Action words
Describing words	Other

Collaborative practice

- Collaborative, guided practice by teacher or peer
- Mixed skill grouping; heterogeneous
- Lesson purpose is specific to need
- May or may not include a product
- Work is NOT graded

LEVEL UP

Adjust text complexity based on lesson purpose using different reading selections

- Use more complex text in small group with teacher (on-grade level text complexity for TEACHING)

- Use lesser complex text for guided practice (formerly taught text or Leveled Readers)

- Increase complexity towards grade level as students' skills become more proficient

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Collaborate with peer partners

READ, TALK, TELL, INFER

READ closely.

TALK collaboratively.

TELL the evidence.

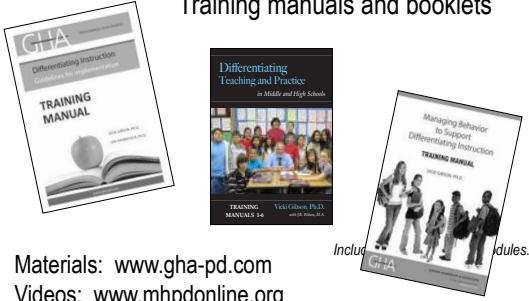INFER what text means.

Getting Started

- Download & discuss
- Determine what's working
- Decide what to stop
- Set dates for implementation
- Monitor progress
- Evaluate effectiveness
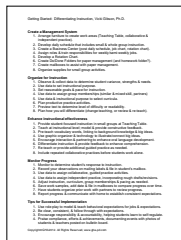
Download: www.gha-pd.com

Professional Development

Training manuals and booklets

Materials: www.gha-pd.com
Videos: www.mhpdonline.org

Includ____ ____dules.

Contact information

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Gibson Hasbrouck & Associates
www.gha-pd.com

Thanks for coming
on-board the
CCSS Express!