Mastering the Most Challenging Standards with Rigorous Instruction

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Meeting the Most Challenging Common Core Standards

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The Most Challenging Standards (as determined by i-Ready®)

- **Standard 2**: Determining central ideas or themes and summarizing details
- **Standard 5**: Analyzing text structure
- **Standard 7**: Integrating and evaluating content in diverse media and formats
- **Standard 9**: Analyzing similar topics and themes across texts
Today’s focus is on one Reading standard at a time...

...but multiple standards are always integrated in our lessons.
CCR Reading Standard 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Reading Standard 2 for Literature

- **Grade 1:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- **Grade 7:** 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.
Reading Standard 2 for Informational Text

• **Grade K:** With prompting and support, identify the main topic and retell key details of a text.

• **Grade 5:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Determining a Central Idea or Theme

- Main topic is usually mentioned most often
- Central idea is what the text is about
- Author’s message
- Theme is often a value judgment about aspects of life
- Clues can be title, character’s feelings, or what the characters learn
- Conflict
Summarizing Text

Summarize:
Restate text in own words, using as few words as possible. Leave out non-essential information.

Literary Text
• Retell/recount
• Beginning, middle, end (story grammar)

Informational Text
• State the main points
• Who, what, when, where, why, how
Determining Theme

1. Who is the main character?
2. What do we know about the main character?
3. What problem does the main character face?
4. How does the main character change as he/she faces the problem?

THAT’S THE THEME!
• Drama
• Art
• Graphic organizers
• Summarize by following the organizer

McLaughlin & Overturf, 2013b
Determining Main Topic or Idea

- One-Word Summaries
- Word Clouds
- Get the Gist

Tagxedo.com
CCR Reading Standard 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.
Analyze:

• To examine the structure of information in detail, particularly for the purpose of explanation

• To demonstrate an ability to see patterns and classify information into component parts
In the CCSS Reading Standards

Students are expected to **analyze:**

- how and why people and ideas develop and interact
- how texts are structured
- how two or more texts address similar themes or topics.
CCSS Reading for Informational Text

• Standards such as 3, 5, and 9 address student expectations to **analyze** text.

• In Standard 7, **analyzing** also means determining the strengths of each medium in representing the topic.
When analyzing text...

- Generate and Respond to Questions
- Use Knowledge of Text Structures (Narrative, Informational)
Question Types

• Memory Questions
  – SIGNAL WORDS: Who, what, where, when?
  – COGNITIVE OPERATIONS: Naming, defining, identifying, Designating

• Convergent Thinking Questions
  – SIGNAL WORDS: Why, how, in what ways?
  – COGNITIVE OPERATIONS: Explaining, stating relationships, comparing and contrasting

• Divergent Thinking Questions
  – SIGNAL WORDS: Imagine, suppose, predict, if/then
  – COGNITIVE OPERATIONS: Predicting, hypothesizing, inferring, reconstructing

• Evaluative Thinking Questions
  – SIGNAL WORDS: Defend, judge, justify/ What do you think?
  – COGNITIVE OPERATIONS: Valuing, judging, defending, justifying
Informational Text Patterns

Examples:

Problem/Solution

Cause/Effect

Comparison/Contrast

Chronology/Series of Events
Informational Text Structure
Problem/Solution

Topic: ______________________

Problem → Page → Solution

McLaughlin & Overturf, 2013b
Informational Text Structure – Cause and Effect

Topic: ____________________________________

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>

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McLaughlin & Overturf, 2013b
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Examples of Specific CCSS Student Tasks

**Literature**
- **Grade 4**: Drawing 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.
- **Grade 5**: Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Informational Text**
- **Grade 7**: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- **Grade 8**: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Diverse Media

- Diverse media (print, audio, photos, illustrations, film, graphic novels, the use of color and design) are highly engaging for 21st century learners.

- Listening to Martin Luther King Jr.’s “I Have a Dream” speech in addition to reading it is a great example of using multimodal text.
Examples of Diverse Format Text Across Grade Levels

- *The Very Hungry Caterpillar* - DVD
- *Brown Bear and Friends* - CD
- *The Magic School Bus* - DVD
- “Stopping by Woods on A Snowy Evening” - spoken word
- *Hamlet* – film; *Hamlet* - graphic novel; *Hamlet* - BBC Radio
# Audio-Print-Film Organizer

**McLaughlin & Overturf, 2013b**

<table>
<thead>
<tr>
<th>AUDIO</th>
<th>PRINT</th>
<th>FILM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team of Rivals</strong> (Goodwin, 2006)</td>
<td><strong>Team of Rivals</strong> (Goodwin, 2006)</td>
<td><strong>Lincoln</strong> (Spielberg, 2012)</td>
</tr>
<tr>
<td><strong>Essential Facts</strong></td>
<td><strong>Essential Facts</strong></td>
<td><strong>Essential Facts</strong></td>
</tr>
<tr>
<td>Actor Richard Thomas reads the book.</td>
<td>Doris Kearns Goodwin wrote the book.</td>
<td>Tony Kushner wrote the screenplay.</td>
</tr>
<tr>
<td>It is an abridgement, not the entire 944 pages.</td>
<td>The book is 944 pages.</td>
<td>The movie is 150 minutes.</td>
</tr>
<tr>
<td>Focus: Lincoln’s relationship with his rivals</td>
<td>Focus: Lincoln’s relationship with his rivals</td>
<td>Focus: The last four months of Lincoln’s life</td>
</tr>
</tbody>
</table>

**Reviews:**
- Listeners left wanting to know more about individuals and relationships (abridged version).
  - “An elegant, incisive study... Goodwin has brilliantly described how Lincoln forged a team that preserved a nation and freed America from the curse of slavery.” (McPherson, *The New York Times Book Review*)
  - “…took such fascinating and complex source materials and sucked ALL the blood out of it. Film adaptation vampires!” (Steinkellner, 2012)
  - “Lincoln is a rough and noble democratic masterpiece—an omen, perhaps, that movies for the people shall not perish from the earth.” (Roger Ebert, *Chicago Sun Times*, 11/7/12)
- “A masterful bio, read by a master.” (Audiolife)
  - “…Tells the story of Lincoln’s prudent management as a highly personal tale, not a political...one.” (Guelzo, *Washington Post*, 2005)

**Analysis:** *Team of Rivals* in its audio and print versions and *Lincoln*, the movie, provide interesting insights into Lincoln’s presidency and his family life. The three formats have similarities and differences. All share information about Lincoln and do so with a great deal of respect for the man and his office. Doris Kearns Goodwin, a well-respected historian and writer, is the author of the book and Tony Kushner is the author of the screenplay, which is partially based on Goodwin’s work. The book, which focuses on Lincoln’s transitioning his rivals into cabinet members, is lengthy and detailed. The audio version is an abridgement. The movie is far more tightly focused, emphasizing just the last four months of Lincoln’s presidency and the passing of the 13th amendment, which abolished slavery. The book and its CD version received excellent reviews. Some reviews offered high praise for the movie; others felt that the film was not well adapted. Although differences do exist in the information presented and the mediums through which it is shared, one thought permeates all: Lincoln may well have been the greatest president of our country. Whether listening, reading, or viewing, we are all left to wonder how our country may have been different if he had not been assassinated.
Multimodal Text

- When we use multimodal text, we broaden the spectrum of student learning and provide opportunities to interact with elements such as images, sounds, representations, expressions, and inspirations students may not otherwise encounter in learning.

- We can locate multimodal text on our own or by using sites such as NetTrekker which connects users to educator-approved sites that are organized by subject area and readability levels.
Student Responses

Our students can create multimodal responses:

• Generating digital images
• Writing and illustrating
• Designing self-authored digital texts
• Creating comics
• Collaborating to create music (Lyric Summaries)
• Engaging in dramatizations
• Producing podcasts
Transmediation Planner  McLaughlin & Overturf, 2013b

**Original Source**
- Title: __________________
- Author: ________________
- Medium: ________________

**New Medium**

**Planning Idea 1**

**Planning Idea 2**

**Planning Idea 3**

www.ReadyCommonCore.com/MostChallengingReadingStandards
Examples of Published Transmediations

- *Life Doesn’t Frighten Me at All*
  
  Maya Angelou and Jean-Michel Basquiat

- *New York State of Mind*

  *Billy Joel and Izak Zenou*
CCR Reading Standard 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.
Common Core Reading Standard 9 for Literature

• **Grade 3**: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

• **Grade 6**: 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.
Common Core Reading Standard 9 for Informational Text

• **Grade 2**: Compare and contrast the most important points presented by two texts on the same topic.

• **Grade 8**: 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.
Compare and Contrast

• Text comes in many forms: print, film, digital, blog, podcast, magazine article, and so on.

• Comparing and contrasting begins in kindergarten (and before).

• Identifying similarities and differences is one of the most effective strategies to raise student achievement (Marzano, Pickering, & Pollock, 2001).

• Assessment consortia require students to compare and contrast different types of text.
Strategies for Reading Standard 9

• Text sets
• Comparative essays (ReadWriteThink.org)
• Research project
• Debate
• Graphic organizers (Venn Diagram)
• QuIP Strategy
QuIP Strategy
(Questions into Paragraphs)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Source 1</td>
<td>Source 2</td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
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</tbody>
</table>

“The Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.”
THANK YOU!

...and Q&A

To learn more about the most challenging Common Core standards in Reading, please visit:

ReadyCommonCore.com/MostChallengingReadingStandards
Selected References


Selected References


