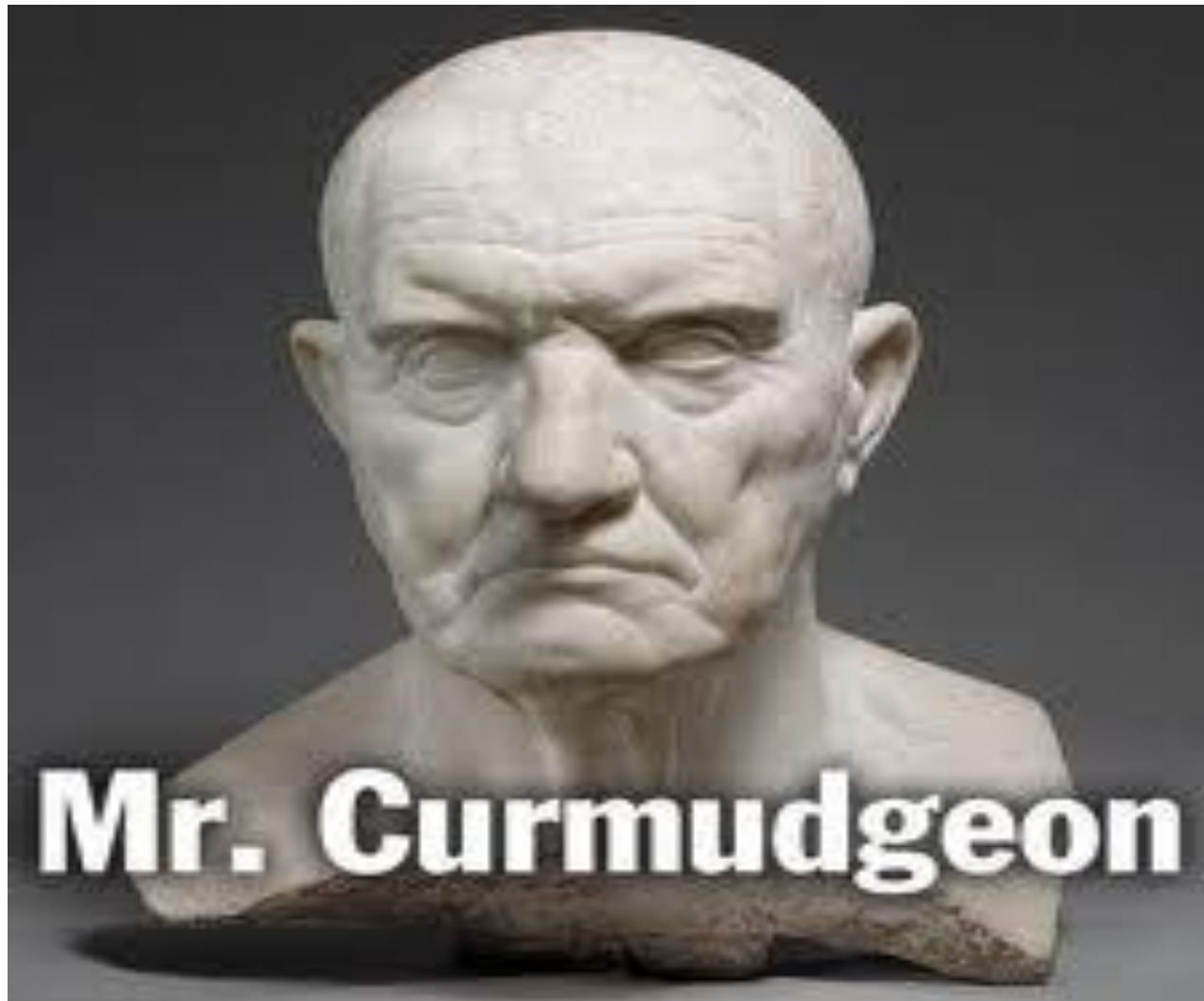


Project Smart: Using the Common Core Learning Standards

to Improve Student Learning

Student-centered
Multi-cultural
Active
Real-world
Teaching





Mr. Curmudgeon

THIS IS MY
GRRR FACE





CCLS is a Curmudgeon

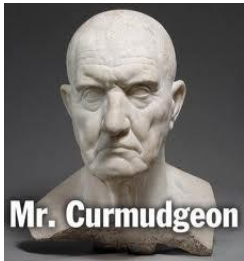
“How can we possibly raise standards when teaching/learning conditions keep getting worse?”

“We should tackle poverty, then set standards!”

“Should college-level skills be ‘combed back’ through all grades?”

“Who wrote the standards anyway?” David Coleman and Sue Pimentel alone??

“Do documents written and published after CCLS have the same authority as CCLS?”



CCLS is a Curmudgeon (cont'd)

“CCLS defines WHAT students are expected to know and be able to do, not HOW teachers should teach. Current implementation practices undermine this.”

“The cost of technology to support massive testing systems is unthinkable!!!”

“Currently only 15% of students would ‘pass’ new standards. What then?”

“There is no research-based method for ensuring K-12 college/career readiness.”

Or...the CCLS can be

Gold! (Calkins p. 7)





**“The world you see
outside of you is a
reflection of what you
have inside of you.”**

(Calkins, et. al, 2012, p. 8)



The CCLS is Gold (Calkins pp. 8-13)

- **Argument #1: This is our wake-up call**
- **Argument #2: Higher-level comprehension**
- **Argument #3: Equal weight on reading and writing**
- **Argument #4: Critical Citizenship**
- **Argument #5: Reading Complex Texts**
- **Argument #6: Clear design, central goals, high standards**
- **Argument #7: Growth occurs over time**
- **Argument #8: Proficiency, complexity, independence**
- **Argument #9: Cross-curricular literacy teaching**
- **Argument #10: Access for all students**
- **Argument #11: Every state assessed the same way**
- **Argument #12: Respects professional judgment of teachers**

What CCLS values in reading comprehension

- Deep comprehension
- Close, attentive reading
- Use of textual evidence
- High-level thinking skills: evaluate, compare, contrast, analyze, synthesize
- Textual analysis
- Multiple perspectives

What CCLS devalues in reading comprehension

- Text-to-self connections
- Prior knowledge and experiences
- Exploring personal reader response
- Relating text to own life

What CCLS values in writing composition

- Writing is treated as an equal partner to reading
- Writing is a process
- Three *types* (not genres) of writing (Calkins pp. 103-4)

narrative

informational (functional/procedural)

argument (persuasive/opinion)

- Quality student writing
- Writing is integral even for very young children
- Writing across subject areas
- Writing for real purposes

CCLS in Literacy: The Big Picture from Theory to Practice

- **3 Priorities**
- **6 ELA Shifts**
- **K-12 ELA Standards**
 - Reading (Literature & Informational)
 - Writing
 - Speaking & Listening
 - Foundational Skills (K-5 only)
 - Language (conventions)
- **K-12 Literacy Anchor Standards for all Subjects (Science, SS, Tech., Art, Music, Health/PE, FL, TESOL, etc.)**
 - 10 Reading and 10 Writing
- **Content-Specific Standards (Math, Science, SS, ELA, etc.)**

Key Strategies for Raising Student Achievement

